

AGENDA
Core Curriculum Meeting
Tuesday, August 12, 2014 1:30-3:00 pm
University Center Cypress Room

1. 1:30-1:45 Welcome: Sheri Gravett
Michael Black: importance of documentation and program reviews
2. 1:45-1:55 Brief Overview of Core Curriculum
3. 1:55-2:25 Table Discussions

We need your help in developing a coherent approach to developing materials and approaches that will assist all faculty teaching in the Core.

At each table, you will see a broad general issue; you may also have developed some strategies to address those issues. Over the next 20-25 minutes you can brainstorm on the issue at your table and discuss any strategies that might be helpful. Flip charts are provided so that you can list solutions and recommendations.

TABLE TOPICS

FACILITATORS

- How can we best bring students to see the relevancy of the Core and the cohesion of its various components and skills in our classes? Gardner
- How can faculty who are not teaching Core classes be encouraged to connect their classes to Core objectives and skills such as synthesizing information to make connections across disparate fields of knowledge? Eric
- What important skills do students need to be an active participant in our 21st century global world? Aubrey
- How can we best determine whether the Core is meeting its objectives? Tim
- Should there be some sort of "capstone" activity or undergraduate research project in the Core that would challenge students to tie together and demonstrate the skills they have acquired? Christine
- How should classes, particularly Core classes, take advantage of collegial expertise and even non-faculty expertise (mentoring, co-teaching, service-learning, etc.) to engage the students more effectively? Viki
- In addition to traditional skills such as quantitative reasoning and scientific method, should the Core also address contemporary topics such as citizenship, environmental stewardship, and health? Kathe

4. 2:25-2:45 Group Discussion and Sharing of Resources
5. 2:45-3 Announcements from the group?