

Agenda: January 19, 2021

***Note:** Karen will add notes / minutes into this agenda document after the meeting. This document will stay live in our CUC Google Folder for folks who wish to return to it.

***Second note:** Timed agendas serve several purposes. First, they hold us accountable to how we plan to spend our time together. Second, they serve as an accessibility accommodation for folks with attentional or processing needs. I'll be trying my best to keep us to these timed sections, and that may (on occasion) include having to cut off a conversation or ask folks to continue engaging with one another after the meeting so we can move on.

3:30-3:45 (five minutes)

Welcome back / getting settled

- Welcome to our new rep from English, Tamar Boyadijian!
- Do we have any other new faces?
- Undergrad Rep Izzy Taylor can no longer join us due to a course conflict
- Tamura Lomax will not be joining us today, but will be back. :-)

3:45-3:50 (five minutes)

Brian Buccola shares background information on Honors Option issue (see notes below).

3:50-4:00 (ten minutes)

Discussion (questions shared below)

4:00-4:05 (five minutes)

Cara Cilano shares background information on the issue of recertifying the Experiential Learning Requirement

4:05-4:10 (five minutes)

Breakout rooms to discuss responses to questions on the [pre-meeting Google Form](#)
[Results spreadsheet linked here](#)

4:10-4:25 (fifteen minutes)

Group discussion

4:25-4:30 (five minutes)

Wrapping up / reminder about [post-meeting Google Form](#)

Information on Meeting Items

Raised/Submitted by:

Brian Buccola

General Topic:

Honors Option

Discussion Item:

At present, no departmental sign-off is required in CAL for students seeking an Honors Option on a course until well after the course is completed. If what a student and faculty member believed to be sufficient work is not sufficient in the eyes of the Dept. Chair at time of sign-off, the Chair has to choose between refusing to accept the work (which punishes the student) or accepting subpar work.

This situation could be remedied if CAL Chairs required sign-offs earlier in the H-O process.

CUC Discussion:

1. Are other CAL departments aside from Ling Lang interested in requiring a sign-off (by Dept. Chair) at the time of the Honors Option agreement (between faculty and student)?
 - a. This change would take place in the registrar's office system -- a signoff requirement from the chair's office at the time of submission
 - b. Bump notes: The "H" only matters to the Honors College, not the hosting college. So if there's a determination of what the H really means, it has to come from the HC -- not the hosting college. In the past it's been up to the student and the teacher. The HC wants these things arranged early, but in reality, it didn't play out well: students weren't familiar enough with course, with topic, etc. to formulate project plan. Mid-semester was a cutoff date Bump recalls. He recalls that students initiate the process, and that the HC approves the student's proposal.
 - i. Professors create the assignment--with the student; however, in FYW, the teacher writes up the terms of the H assignment with criteria for success/evaluation.
 - ii. Bump recalls students retroactively trying to get an H designation for their FYW class
 1. Bethany notes that some colleges do allow that -- the retro credit. James Madison, for example.
 - c. Chris notes: Who approves these things? Faculty? Chairs? Notes that each program can set limits on which courses are available as H credits. This would help limit who is overseeing process.

- d. Miguel notes: This is more an issue of faculty dealing with the HC and deciding (as faculty) “I don’t want to give you an H because you came to me too late, etc.”
 2. Could CAL approach the Honors College about adding a required sign-off?
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Raised/Submitted by:

The powers that be!

General Topic:

Recertifying the CAL Experiential Learning Requirement

Discussion Item:

There is a lack of clarity, at present, on how the ELR is assessed or certified. The requirement can be met through a variety of pathways, but none of these pathways has a clear assessment plan or public-facing description of desired outcome. CAL needs to think about how effective this requirement is in its present, somewhat loosely defined form and must also consider how we can create better, more effective, sustainable, replicable assessment measures so the college can ensure that all students are having a meaningful, rigorous experience.

CUC Discussion (10 minutes):

1. What assessment measures are already in place for ELR?
2. What materials or resources do any of us have concerning ELR?
 - a. (If you’ve got any, please share them in our [CUC Google Folder!](#))
3. What steps need to be taken to unify the pathways to meeting the ELR?

Stacia, Tamar, Salah:

- What *is* the requirement?
- Purpose is to give experience beyond the classroom -- research may be a separate issue entirely if research is only within the classroom and isn’t representative of the same *type* of student experience

Jon, Kate:

- Experiences with ELR are different depending on where they’ve been located. Different experiences, responsibilities, etc. Kate is an advisor; Jon is faculty. Different takes on how the process works.

David, Bump

- Part of the rollout has been CAL having a vision (created by way of rubric that was given to committees), but as it got to departments, things seemed to get less clear / more chaotic.

- Some units feel like they need to make sure that no matter what else happens, this requirement NEEDS. TO. GET. DONE, yet there's not real confidence always at how that happens.
- Will assessment process end up backwards driving the requirement?
- Difficulty in coming to consensus on what to propose, how to propose, etc -- a fundamental misunderstanding of what qualifies or doesn't for this requirement
- ELR seems to be like a "value added" instead of seeing value in what's already present in curriculum
- To whose benefit is this distinction? Do students benefit? Advisors? Faculty?
- David notes that research sometimes happen WITHIN the academy

Angie, Beth

- Some majors, like theatre, need experience or else they can't succeed on the job market
- Student trend of folks not building their resume / "doing things" on their own to curate experiences or resume stuff -- this requirement helps ensure that students have SOMETHING going on
- Paid vs unpaid internships

Brian, Chris:

- Some programs had ELR before CAL instituted a college-wide requirement
- Paid vs unpaid internships again
- Labs, etc. are still experience -- but it's not counted as ELR unless it's independent study

Miguel, Noushin

- Requirement is important because it shows students that CAL values this
- Difficulty is that we have many types of opportunities that don't look the same. It's hard to measure and assess.
- Folks have stopped submitting new courses? Opportunities may be becoming stagnant. Perhaps we can form an incubator of some sort where faculty can see what others are working on, have done, etc.

Links from Chat:

Brian: <https://honorscollege.msu.edu/faculty/honors-option-authorization.html>

Bump: <https://wrac.msu.edu/frequently-asked-questions/> See "Other FAQs"

Cara:

<https://docs.google.com/document/d/1xEMhNIAtKMAeXFfsN90pj5waFT2zL8pcUtE5sNWyphY/edit?usp=sharing>

