**Monthly Subcommittee Updates and Notes**

**October 17, 2018 updates**

Liberal Arts and Sciences

The LAS committee has begun developing a faculty survey to gather feedback about the wording of each Way of Thinking. We have also begun conversations with the CCC to begin developing the new forms faculty will use to apply for a course to satisfy a Way of Thinking.

--Pam Bacon and Shane Miller

Portfolio

Key items on our discussion agenda thus far have been: 1) organizational issues; 2) immediate ePortfolio priorities such as platform; 3) ongoing reflection assignments and assessment tools; 4) how we are going to interact with other subcommittees on our specified assignments. We are researching platforms, including participation in conference calls and review of sample portfolios.

--John Kendall

Engagement  
The Engagement Committee has met to orient the group to our tasks and exploring and developing the questions we need to answer for each of the Engagement requirements. Our second meeting will include drafting a proposal form for the EXP requirement.

--Lisa Lindgren

Integration

The Integration Subcommittee is supporting other subcommittees to help build questions for course proposal forms. Assessment of integration throughout the IC and incorporation of co-curricular events will also be a focus of our work in the coming weeks.

--Mary Stenson

Communities

We have begun work on developing the forms for the Cultural and Social Difference courses, and have reviewed other courses/requirements in the Communities sequence.

--Laura Taylor

Skills

Our initial task was to further refine the meaning of the various parts of the measure approved by the faculty, namely the quantitative reasoning requirement and the Writing Foundations course. We are creating questions for the course approval forms. Later steps will be necessary faculty development, signature assignments, and rubrics for assessment.

--Ken Jones

**November 16, 2018 updates**

Dear Faculty,

 The IICC has been making steady progress on many fronts with the implementation of the Integrations Curriculum, and I am thankful for the excellent work of the dozens of faculty who are working on various aspects of the curriculum. Below are reports from the chair of each of the six IICC subcommittees. In addition to these groups, I wish to thank the ACC and CCC for their work on implementation.

 Sincerely,

Kyhl Lyndgaard

Interim Director, Integrations Curriculum

**Liberal Arts & Sciences**

The LAS subcommittee met last week to discuss the results of the faculty survey on the Ways of Thinking and begin identifying possible edits to the Ways of Thinking language.  Our goal is to have finalized proposed changes to present to the Joint Faculty Senate before the end of the semester.  We will be meeting this week to finish identifying proposed changes to the Ways of Thinking language and begin a preliminary investigation of themed course availability.

--Pam Bacon & Shane Miller

**Portfolio**

The Portfolio Subcommittee participated in a demonstration of the Digication ePortfolio software (one of three remaining platforms of interest).  The remaining portion of the meeting was spent discussing the pros/cons of this platform as it relates to ePortfolios and new curriculum.  Our continuing work involves ePortfolio best practices pedagogy research, “artifact” reflection assignments, reflection assessment tools and criteria, and continued software investigation/demos. We will have a preferred software selected this semester.

--John Kendall

**Communities**

The Communities subcommittee has been meeting weekly in order to continue drafting the course proposal forms for the Cultural and Social Difference and Theology course sequences.  Our goal is to have the drafts of these forms completed by the beginning of next semester so that we can begin reviewing, modifying, and finalizing the forms.

--Laura Taylor

**Engagements**

The Engagements subcommittee met this past week to continue work on the EXP proposal form. We anticipate that we will complete the form at our next meeting (Nov. 27), and that form will become the template for the other three forms (ARTE, BEN, GLO). At that meeting we will also divide the group up to draft the three forms with the goal of the whole group convening in January to review, modify, and eventually approve all forms.

--Lisa Lindgren

**Integration**

The Integration Subcommittee drafted preliminary language for a course proposal form for the Community Subcommittee. We are discussing how we will honor the experiences of transfer students in the Integrations Curriculum and identifying master calendar options for advertising co-curricular activities on campus.

--Mary Stenson

**Skills**

Skills has worked out a draft rubric for Quantitative Reasoning that explains what a student would need to meet the beginner and/or intermediate levels for the various components listed in the curriculum.  The QR sub group is working on questions for the form and will have a draft completed after Thanksgiving. A draft version of the Writing Foundation has been discussed that includes both expectations for students and much more explicit directions for faculty. With a little more discussion, this document will be intended to be used as a guide (and turned into a form).

--Ken Jones

**December 18, 2018 updates**

Below are the final monthly updates from the IICC Board for the Fall 2018 semester. The Integrations Curriculum remains on track for a Fall 2020 roll-out with the class of 2024. We will be announcing many professional development opportunities early next semester, with the week of May 20-24 tentatively being reserved for a series of workshops.

Best wishes,

Kyhl Lyndgaard

Interim Director of the Integrations Curriculum

**The Communities Subcommittee**has been meeting weekly to continue their work on drafting the course proposal forms for the Cultural and Social Difference and Theology course sequences.

--Laura Taylor

**The Integrations subcommittee** will begin the new year working on a draft policy for transfer students coming into the Integrations Curriculum. We will also work with IT to discuss options for a Master Calendar and with several other subcommittees as they begin testing course proposal forms.

--Mary Stenson

**The Engagements subcommittee** has tentatively approved the wording of the EXP course and individual proposals, which will serve as a template for BEN, ARTE, and GLO proposals. The subcommittee has divided into sub-teams to work on these proposals. The full subcommittee will next meet the second week of spring semester to review any draft proposals of the three sub-teams and plan additional work for the spring semester.

--Lisa Lindgren

**The Portfolio Subcommittee** finished participating in demonstrations of ePortfolio software in early December. We have been debating the upsides and downsides of the “finalist” platforms/software packages in meetings and continued our discussion electronically. Once we finalize that recommendation this month, we will forward it to the IICC Board for discussion and approval.  Next semester, we will continue our best practices pedagogy research, “artifact” reflection assignments, and reflection assessment tools and criteria, all done in concert with the other IICC subcommittees.

--John Kendall

**The Skills Subcommittee** has created a document that adds clarifying language to the QR learning goals, and provides a definition of what success at the beginning and intermediate levels would look like. The QR team will have the questions a faculty member would need to fill out to apply finished for approval by the full group at the beginning of the Spring semester. For Write 1, we have a document that provides clarification on both the learning goals and required Common Elements. We also have a draft version of the application questions. We are working on creating an assessment rubric that honors the AAC&U approach, but which can provide better guidance for faculty.

--Ken Jones

**The Liberal Arts and Sciences subcommittee** has received JFS approval for wording changes to the Ways of Thinking. This will in turn allow the CCC to begin developing the forms that faculty will use to apply for a class to satisfy a Way of Thinking, and our goal is to have these forms available for faculty by the end of February. In addition, the LAS subcommittee has assigned each member of the committee several departments that they are responsible for completing a table that identifies which courses might be good candidates to carry a theme. Our goal is to have these initial estimates in the hands of departments at the beginning of the spring semester to begin determining the number of existing courses that are already on the books and could satisfy a given theme.

--Shane Miller & Pam Bacon

**The Advising Committee** has been meeting regularly this semester, with subcommittees working on tasks between meetings. They have developed guidelines to guide the final proposal, which will be completed by the end of the year, and are currently using the learning goals for the Student Success Center to help us articulate roles and responsibilities for positions across the institutions.

--Dana Drazenovich

**February 4, 2019 updates**

**The Portfolio Subcommittee’s** first phase/charge was to identify and recommend a platform for the Integrations Curriculum Portfolio requirement.  We are happy to report that we were able to acquire our first-choice provider/package, called Portfolium. This software package provides what we need/want at a price that fits within our budget (thanks to the negotiating diligence of Casey Gordon and Carie Braun).  We will now turn our attention to the implementation process of both the software itself and what will/may be placed into the portfolios themselves.  We continue to physically meet on a bi-monthly basis along with our on-going e-discussions.

--John Kendall

**The Integrations Subcommittee** is working with Academic Affairs and the Registrar’s office to propose a fair policy for transfer students into the IC. Our goals are to make CSB/SJU appealing to transfer students from other 2 year and 4 year institutions. We plan to have a draft policy shortly. We also continue to work with IT to provide suggestions for the creation of a master calendar that will, in addition to other things, be useful for scheduling co-curricular activities.

--Mary Stenson

**The Engagements Subcommittee** has finalized the EXP form and drafts of BEN, ARTE, and GLO have been submitted.

--Lisa Lindgren

**The Communities Subcommittee** is in the process of revising the drafts for the course proposal forms for the Cultural and Social Difference and Theology course sequence.

--Laura Taylor

**The Liberal Arts & Sciences Subcommittee** has generated rough initial estimates for each department and program of which existing courses might have the potential to be themed and have developed a plan to hep individual faculty and departments work through the process of identifying classes to theme. The committee will distribute these estimates to departments and programs at the 2/5 chairs meeting, explain what information we need, and ask chairs to have their departments edit and update our estimates.

--Shane Miller & Pam Bacon

**The Skills Subcommittee** has approved the QR application form and are almost done with the three Writing Foundations components of the form. We will review the Writing Exploration and Integration portions before finalizing the Foundations components.

--Ken Jones

**March 1, 2019 updates**

**The Portfolio Subcommittee** has selected and contracted Portfolium (e-portfolio software) for the Integrated Portfolio and is in a pre-launch phase. We are beginning training by participating in regularly scheduled webinars (during our committee meeting times) so that by later this semester/early fall semester we can be an effective resource for this part of the Integrated Curriculum.  We continue our best practices pedagogy research, “artifact” reflection assignments, and reflection assessment tools and criteria, all done in concert with the other IICC subcommittees.

--John Kendall

**The Integrations Subcommittee** designed a clear pathway for transfer students coming into the Integrations Curriculum from 2-year institutions if students have completed some or all of the MN transfer curriculum. We recently started developing a draft policy for transfer students coming from 2- and 4-year institutions with less than 2 years completed. We will begin to work with other subcommittees, such as Portfolios, to support their work.

--Mary Stenson

**The Communities Subcommittee** has submitted proposed changes for the Theological Reasoning 1, Race and Ethnicity 2, Gender 2, and Common Good 2 learning goals to be considered at the March 12th JFS meeting. It is also working with CCC in finalizing the drafts of the course proposal forms for the Theology and Cultural and Social Difference sequence courses.

--Laura Taylor

**The Engagements Subcommittee** has drafted all four engagements proposals, which will soon be finalized. A survey has been sent to the faculty so that we can determine faculty interested in developing and offering courses designated as BEN, and also to determine faculty needs regarding professional development.

--Lisa Lindgren

**The Skills Subcommittee** has completed drafting materials for Writing Foundation and for the Quantitative Reasoning Requirement.

--Ken Jones

**The LAS Subcommittee** has been working to identify the strongest three themes to begin with and intends to present that recommendation to the JFS on March 12. We are also in the midst of discussing what sorts of training and development opportunities would be most helpful for faculty as we move forward with implementation.

--Pam Bacon and Shane Miller