

Academic Council Co-Chairs Meeting

January 31, 2014 10:00am-12:00pm

WD 407

Agenda

- I. Attendance/Roll Call
- II. Volunteer for Note Taking
- III. Review/Approval of Minutes from Nov. 22, 2013 Meeting
- IV. FETPD Item: Distinguished Teaching Award Portfolio Guidelines

Distinguished Teaching Award Nomination

Portfolio Guidelines

DUE DATE: Delivered to the Human Resources Department the fifth Friday of Spring Semester by 4:30pm of the academic year nominated.

FORMAT: One Three Ring Binder

- No larger than 2 inches
- Name on front and sides.
- Tabs with the following sections:
 - Teaching Philosophy
 - Courses Taught
 - Course Units of Instruction
 - Grade Spreadsheets
 - Course Evaluations
 - Assessment Examples
 - Other Documentation of Teaching Excellence

CONTENT OF EACH SECTION**:

Teaching Philosophy - Narrative outlining your teaching philosophy.

Courses Taught - List of courses taught over the past two years including:

- Course Name and Number

- Semester Taught

Course Units of Instruction - Two examples of Course Syllabi from the past two years

demonstrating:

- Course Description
- Learning Outcomes
- Methods of Instruction
- Grading Weight
- Assignments
- Unit of Instruction (Over the term taught)
- **Note:** It is not necessary to include college or department policies standard to all course syllabi.

Grade Spreadsheets - Two spreadsheets of grades awarded for any two courses from the past two years. Spreadsheets should include:

- Course Name and Number
- Semester Taught
- Instructor Name
- Assignment Weights
- Individual Student Assignment Points Awarded
- Final Letter Grades Awarded
- **Note:** Please redact student names or other private information.

V. CCSSE Data Report Presentation with Rich James and Greg Goodhart

VI. **PLA Ad Hoc Committee Report:**

Prior Learning Assessment Ad Hoc Committee on pre-PLA State Summary Report

Ad hoc committee

Shane Bendele

Rick Bartlett

Bill Highley

Andy Rezin (an advising member)

Adele Wright (a contributing member)

Lisa Schneider, Interim Dean of Arts and Sciences, serves on the OBR Task Force and forwarded a 47-page pre-PLA State summary requesting feedback by November 22, 2013 (final draft deadline December 23rd). The committee forwarded the following to PLA Network member Patty Klein.

Concerns/feedback for the PLA

1. More clearly differentiate between “life experience” and “learning.” The terms appear to be used interchangeably, but the document suggests credit will be awarded for learning rather than experience.

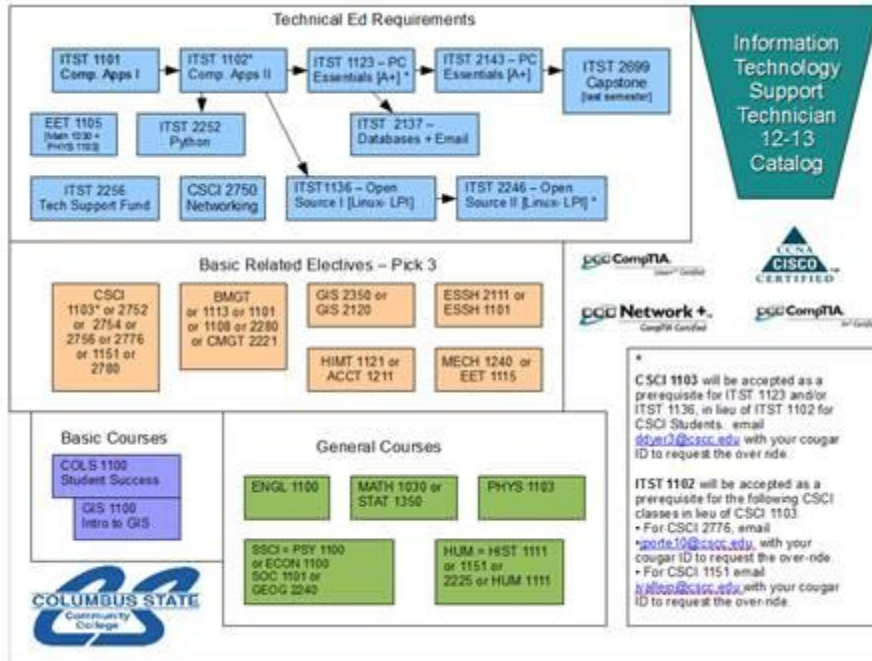
2. At the state level we are having problems holding the TAG review panels together. Another panel or committee at the state level that addresses a similar task

would also be difficult over time. The state should incorporate the existing TAG panels as much as possible into the PLA process.

3. Tracking of PLA credit awarded students success rates in subsequent classes should be part of the plan. For instance, are students awarded credit for Accounting I passing Accounting II at normal rates?
4. Consider duplicating the Tennessee model.
5. Consider implementing a pilot program consisting of a credit equivalency exam developed by faculty from several colleges and universities. Consider, also, a collaboration on such an exam with the appropriate military departments. Such collaboration gives Ohio a better chance to have our returning veterans stay in Ohio colleges and universities.

VII. Curriculum Committee Items:

- a. POS Alternative and Flow Chart – Background: Problem - POS. It isn't and will never be a fit all document. Seriously, I've yet to have a student follow one. The Division I'm in, all Prog. Coordinators were tasked with re-working their POS's to be under 65 credits along with a 2 year POS and a 4 year POS by this Friday. The POS, from my role as Faculty and Advisor, is a document that serves Administrations needs more so than the students. Proposed solution - Make a Program flow charts. One that shows all courses required and what order the need to be taken, if applicable. With a flow chart, the students can map out their own path. Every student is an individual, so making a tool that can be customized by them just makes sense to me. When Advising the students, I use the Flow Chart, not the POS. It has been well received by the students.



b. Dual Enrollment Advisory Committee?

VIII. Updates

- SEM Committee
- Academic Calendar: Wed Start Date and Monday courses
- Student Success Council Call for Proposals
- Reassigned Time form
- Governance Feedback
- Program Review
- Division and Program Reorganization

IX. Upcoming

- Next Meetings:
 - Feb. 28th CT 107 10-Noon
 - Mar. 28th WD 407 10-Noon
 - Apr. 25th CT 107 10-Noon
- New Travel Policy for Study Abroad Courses
- Police Training Video
- Dual Enrollment – Credit Plus