Core Curriculum Committee  
End of Year Report  
May 2nd, 2014

The past year has been a busy and successful one for the Core Curriculum Committee (CCC). This report outlines our work during 2013–14.

- Many new long-semester courses were designated for the Core
  The CCC made least 72 new designations to the Core during the 2013-14 cycle. (Fewer than 72 distinct courses were designated, but the proper metric is ‘designations’. )

- Many Jan Term courses were designated for the Core
  With caveat as above, there were 56 learning goals possibilities available for students during January 2014.

- Work with CILSA on Community Engagement was continued and deepened
  We have a better understanding of how to provide the pedagogical training CE instructors need before teaching such a course, and how to provide them and their students support while the course is going on.

- We now allow “provisional” designations
  Borrowing the idea of UEPC’s experimental approval, the CCC will now give one-year provisional designations for courses toward the Engaging the World goals. Such designations apply for one year and are intended to lead to a permanent state (either the EtW Learning Outcomess are a good fit for the course and a full proposal will be made, or the fit is poor and the course should not continue to be responsible for these LOs.) These can be given at any time. Interested instructors should send a syllabus and brief narrative to the CCC chair.
  We will also consider provisional designations for course that have received UEPC experimental approval.

- The extent of the CCC’s authority was clarified
  The CCC worked with the AARC, UEPC and GPSEPC on several issues that lie overlappingly within our various responsibility, to determine who was responsible for a variety of decisions.
  For example, elective courses may be taken S/D/F whereas courses that are required may not. Are courses taken in Jan Term that also meet a Core requirement more like electives (so “yes” to S/D/F) or more like requirements (so “no” to S/D/F)? And who decides, the CCC or the Jan Term Committee? After conversation with chairs of Jan Term, UEPC, AARC and CCC, it was decided AARC had authority.
• Work on transfer issues: Continuing

Our ‘transitivity’ policy continues to cover many situations (e.g., DVC History 120 transfers to SMC as History 17, and History 17 satisfies the Social Historical Cultural Understanding goal, and so we will count DVC History 120 as doing so also). There are two obvious exceptions. First, our History 17 has been explicitly adjusted to also satisfy the American Diversity learning outcomes: do we pretend that the same is true for DVC History 120? Second, what to do with courses without SMC equivalents, like DVC History 126: The American West? Is it also SHCU? Is it American Diversity? Who and when and how do we make these decisions?

• Designation Renewals: Upcoming

In the past the CCC was deliberately vague on the length of time a course designation will last. We have now determined that (some) designations will be good only through 2015-16, and so starting in that year will be a process by which current designations may be renewed. The details will be finalized in Fall 2014 (and will need GPSEPC, UEPC and Senate consideration before going into effect).

• Core Assessment: Upcoming

One of the CCC’s main foci of 2014-15 will be to have each Working Group complete an assessment of a Learning Goal. It is appropriate that the Working Groups be the units responsible for promoting the curricular coherence of the various Learning Goal. This includes both understanding what faculty and departments say they are going to teach with respect to the Learning Outcomes (i.e., the proposal process) and studying how much of the outcomes students are actually learning (i.e. assessment).

• Preparation for spring 2016: Continuing

Our first group of seniors in the Core will graduate in 2016. We’ve been working with the registrar about accurate degree audits/academic evaluations, as well as identifying potential issues/problems/confusions, and continuing communication with other institutional bodies on campus that help students move through the Core. Are we ready? Will the students be ready? Stay tuned!

In closing, I’d like to particularly thank Paul Zarnoth and Wayne Harter for their work on the CCC, as well as the many faculty who were members of Working Groups.

Jim Sauerberg, for the CCC

2013–2014 Core Curriculum Committee
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Chris Procello, Educational Effectiveness
Sharon Walters, Library

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Mark Lingwood, Chemistry
Hiroko Nakano, Psychology
Kathy Porter, Mathematics

Artistic Understanding:  Greg Merrill, Accounting
Peter Freund, Art & Art History
Wesley Gibson, English
Ellen Veomett, Mathematics
Jia Wu, Performing Arts

Theological Understanding:  Wayne Harter, Philosophy
Michael Barram, Theology & Religious Studies
Alexis Doval, Integral
Br. Mark McVann, Theology and Religious Studies
Mindy Thomas, Politics

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Anh Nguyen, Operations & Quantitative Methods
Elena Songster, History
Claire Williams, Kinesiology

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Katheryn Koo, English
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The Common Good and Community Engagement:  Zach Flanagin, Theology & Religious Studies
John Ely, Sociology
Mike Hadani, Management
Monica Fitzgerald, Liberal and Civic Studies
Raina Leon, Single Subject Credential, Education