

**Saint Mary's (New) Core Curriculum
(for Chairs & Program Directors):**

**Why, What, How
(and when and who)**

September 28th, 2011

Development of the Core

- (1) What areas of study/learning are essential at SMC?
Core Curriculum Task Force CCTF → “Model 1”, Learning Goals, 2005-08
- (2) What abilities, skills, experiences should each of those areas contain?
Core Curriculum Implementation Committee → Learning Outcomes, 2009-11
- (3) Which courses and co-curricular experiences promote that learning?
Core Curriculum Committee → “Designated Courses”, 2011-12
- (4) When does it start?
For First-year students in Fall 2012

Chief Duties for 2011-12

Departments and Programs:

- Apply for "Core Designation" for some of their courses (Fall)

Working Groups:

- Vet those applications: Are these courses appropriate for the core? Do they fulfill the requisite learning outcomes? (Winter)

Core Curriculum Committee:

- Final determination of core courses (Early Spring)

Working groups are liaisons between departments and CCC.

Each WG consists of

- Chair (a member of the CCC)
- Four appointed faculty members (experts and interested others)
- Community assistance (when desired and appropriate)

The Core Curriculum

A familiar structure (areas)

A new mindset (learning outcomes)

Needful of a catchier name (??)

Old Core Requirements

- Collegiate Seminar: 4 courses
- Composition: 2 courses
- Area Requirements:
 - Area A: Humanities: 2 courses
 - Area B/Mathematics: 1 course
 - Area B/Science: 1 lab course
 - Area C: Social Sciences: 2 courses
- Theology & Religious Studies: 2 courses
- Diversity: 1 course
- Language: level 3 proficiency
- January Term: 4 courses

New Core Requirements

- Collegiate Seminar: 4 courses
- Composition: 3 courses (upper division writing)
- Artistic Understanding: 2 courses
- Mathematical Understanding: 1 course
- Scientific Understanding: 1 course
- Social, Cultural, Historical Understanding: 2 courses
- Theological Understanding: 2 courses
- Engaging the World Goals: 4 goals
- Language: level 3 proficiency
- January Term: 4 courses

The New Core: It's not primarily about the courses.....

- **Area C:** take two courses from Anthropology, Economics, History, Politics, Psychology, Sociology, and (in some cases) Ethnic Studies and Women's Studies.
 - The emphasis is on the number of "dips" into these specific departments
 - There is no emphasis on what has to occur in those courses.
 - Some social science courses don't count
 - Often cannot "double-dip" area requirements with major requirements. E.g. a Sociology major still has to take two non-Sociology Area C courses.
- **Social, Historical and Cultural Understanding Learning Goal:** meeting the SHC LG requires two courses in which students explore human data (outcome #1), learn social science or historical theory (outcome #2), and practice social science or historical method (outcome #3).
 - The emphasis is on student learning (and our teaching) of these learning outcomes.
 - No department "owns" this LG. Courses in the traditional departments will have to teach these outcomes in order to receive designation. Courses outside the traditional departments that teach these outcomes with disciplinary expertise may also receive designation.
 - Students can "double-dip" all core requirements with their majors.

Social, Historical, and Cultural Understanding (Pathways to Knowledge)

Learning Goal: By studying the world from the perspectives and frameworks of history and the social sciences, students will understand how to place today's world in a meaningful context and to arrive at sufficiently complex explanations for current social arrangements. These perspectives and their methodologies allow students to probe deeply into the richness and diversity of what it has meant and means to be a human in relationship with others, in different places and times.

Learning Outcomes: Students will

1. Examine human activity in particular periods or places from a social, cultural or historical perspective; and
2. Demonstrate an understanding of theories of human behavior, relations, culture, or institutions; or interpretations of historical causation and change; and
3. Employ social science or historical methodology to collect and interpret evidence about the social world.

The nuts and bolts of the new core: It is composed of ...

- **Twelve Learning goals** – broad areas of learning that define the new core
- **Learning outcomes** – specific knowledge, skills, and attitudes that students must learn and which will define core courses and experiences
- **Rationales** – the Academic Senate’s official “signing statements” for the outcomes, which guides their interpretation and application
- **Assessment** – meaningful and manageable measurement of student learning
- **Oversight** – Core Curriculum Committee and Working Groups

The nuts and bolts of the new core: 3 areas of 4 goals each

The *Core Curriculum* is the foundational and essential learning expected of all undergraduate students and the processes by which students achieve that learning.

Habits of Mind

- Critical Thinking
- Shared Inquiry
- Written and Oral Communication
- Information Evaluation and Research Practices

Pathways to Knowledge

- Mathematical and Scientific Understanding
- Artistic Understanding
- Theological Understanding
- Social, Historical, Cultural Understanding

Engaging the World

- The Common Good
- American Diversity
- Global Perspective
- Community Engagement

The nuts and bolts of the new core: Habits of Mind

- Learning Goals: Critical Thinking , Shared Inquiry , Written & Oral Communication, Information Evaluation & Research Practices
- (Nearly) All courses teach these. Not counted or measured.
- Formally, goals fulfilled through Composition, Seminar, UD Writing
- Collegiate Seminar: 4 courses. One per year. Content to be determined.
- Composition: 2 courses.
- Upper-Division Writing in Major. New. Teaching *how* to write in discipline
- Developmental and Integrated. Seminar 3 has Seminar 1&2, Composition 1&2 as pre-reqs.
- Perhaps supplemented by other programs such as First Year Advising Cohort
- Overseen by the Habits of Mind Working Group (WG). Chaired by CCC Chair.

The nuts and bolts of the new core: Pathways to Knowledge

- LGs: Mathematical & Scientific, Artistic, Theological, Social/Historical/Cultural
- Overseen by four Working Groups, one per goal. Chaired by members of the CCC.
- Satisfied by taking two designated courses in each area.
- A Pathways to Knowledge course is to be *primarily* focused on that goal.
- Courses will be designated by course, not by section. Chairs must stipulate that **all** sections of a course will satisfy all required learning goals.
- “Designation” based on coverage of learning outcomes, not departmental location.
- May be satisfied by courses for the major
- For 2012-13, only pre-existing courses, ones designed for first-year students.
- May be double counted with Engaging the World goals.
- May not be double counted with other Pathways to Knowledge goals.

The nuts and bolts of the new core: Engaging the World

- LGs: The Common Good, American Diversity, Global Perspective, Community Engagement
- Overseen by two Working Groups, one for CG/CE and one for AD/GP. Chaired by members of the CCC.
- Satisfied by one designated course or experience in each area.
- An Engaging the World full-credit course is to be *integrally*, but not necessarily primarily, focused on that goal.
- Potentially satisfied by .25 credit experience-based independent studies.
- Assisted by CILSA, CIP, Career Center
- May be satisfied by courses for the major and in January term.
- May be double counted with other PtK courses and other EtW learning goals.

Language: Level-three competency graduate requirement continues.

January Term: Four-course requirement continues

Saint Mary's Core: A brief outline of the structure

The Core consists of three sets of four learning goals each, language and January term. It is overseen by the Core Curriculum Committee (chair plus six elected faculty) and seven working groups (each a chair from the CCC and four appointed faculty).

Habits of Mind

- Learning Goals: Critical Thinking, Shared Inquiry, Written & Oral Comm'n, Information Evaluation & Research Practices
- Overseen by Habits of Mind Working Group. Chaired by CCC Chair.
- Satisfied by Collegiate Seminar (4 classes), Composition (2 classes), Upper division writing (in major, 1 class)

Pathways to Knowledge

- Learning Goals: Mathematical and Scientific Understanding, Artistic Understanding, Theological Understanding, Social Historical Cultural Understanding
- Overseen by four Working Groups, one per goal. Chaired by members of the CCC.
- Satisfied by taking two designated courses in each area (with two small caveats).
- A Pathways to Knowledge course is to be *primarily* focused on that goal.
- Courses will be designated by course, not by section.
- May be satisfied by courses for the major, may be double counted with Engaging the World goals.

Engaging the World

- Learning Goals: The Common Good, American Diversity, Global Perspective, Community Engagement
- Overseen by two Working Groups, one for CG/CE and one for AD/GP. Chaired by members of the CCC.
- Satisfied by one designated course or experience in each area.
- There may be .25 credit experience-based independent studies that satisfy these goals.
- An Engaging the World full-credit course is to be *integrally*, but not necessarily primarily, focused on that goal.
- May be satisfied by courses for the major and in January term. May be double counted with other EtW learning goals.

Language

- Level-three competency.

January Term

- Four-course requirement.
- Courses may fulfill Engaging the World learning goals.

Designation Procedures: Application

Attachments to proposal

- 1) Syllabus: Standard course syllabus containing a course description and a list of learning outcomes.
- 2) Teaching: A brief narrative (300 words) that explains how the course will guide students to achieve each learning outcome.
- 3) Learning: A brief explanation of how coursework (papers, exams, videotaped presentations) will be used to measure student learning of each of the core outcomes.
- 4) For Pathways to Knowledge goals only – A brief articulation of the department or program's disciplinary expertise required to teach the learning outcomes.

Due December 1st. Working Group consideration complete by February 1st.

Working Groups encouraged and expected to provide assistance, opportunities for revisions.

CCC to provide workshop(s?) and support during writing.

Proposal Feedback Form: Core Curriculum Common Good (CG) Course Designation

Proposer Name and Dept/Program: _____ Course # and Name: _____

Date(s) of Review by CG/CE Working Group: _____

TEACHING: How the course will guide students toward achieving these learning outcomes

Learning Outcomes: Choose 2 of 3	Sufficient coverage	Insufficient coverage	No coverage	Comments
1. Reflect and write substantively on ways in which human beings find fulfillment in community.				
2. Articulate, in prose or through another communicative medium, a critical account of just social order.				
3. Demonstrate a capacity for coherent, principled analysis of concrete social problems.				

LEARNING: How coursework will be used to measure student achievement of the outcomes

Learning Outcomes: Choose 2 of 3	Sufficient fit of assignment	Insufficient fit of assignment	No relevant assignment	Comments
1. Reflect and write substantively on ways in which human beings find fulfillment in community.				
2. Articulate, in prose or through another communicative medium, a critical account of just social order.				
3. Demonstrate a capacity for coherent, principled analysis of concrete social problems.				

Immediate Designation (No Revisions Needed; process complete.) ___

Conditional Designation (Revisions Required; see comments above.) ___

Designation Procedures: Working Groups

- 1) The WG Chair has the authority to invite other community members to WG meetings. S/He also has the authority to close meetings.
- 2) It is the proposer's responsibility to submit a complete, well-formed application. However, when desired by the WG, its Chair may ask the proposers for additional information. When the need arises, the WG may also ask for the input of those knowledgeable about the proposal.
- 3) WG chairs are encouraged to work with proposers, with the assistance of the CCC Chair when necessary, to align proposals with the core. In particular, proposers should be allowed to submit revisions when the WG feels the proposal has merit but is lacking in one or more ways.
- 4) The Working Groups do not keep minutes. Instead WG Chairs will report to the CCC on each application. This report will be a brief outline of strengths and weaknesses, or, alternately, an annotated approval-rubric.
- 5) Working Groups should endeavor to work by consensus. When the opinions of the members on a proposal fail to reach consensus, the Chair will poll the individual WG faculty as to whether they 'recommend' or 'not recommend' (allowing 'abstain') designation for the core, and will report this vote as part of her/his report.
- 6) The WG chair is responsible for meeting the assigned timelines.

Designation Procedures: Core Curriculum Committee

- 1) As the faculty's elected, representative body, the CCC has final authority for the designation of courses for the core.
- 2) For each proposal, the CCC will consider the material presented by the WG Chair, and will endeavor to respect the recommendation of the WG.
- 3) If necessary, the CCC may consult members of the college community.
- 4) When the CCC feels its consideration is sufficient, it will, by majority vote, do one of the following
 - (i) Designate the course for the core,
 - (ii) Deny designation for the core, or
 - (iii) Remand the proposal back to the WG for further work.

A quorum, which is defined as five faculty members, must be present during the vote, and the required majority is a majority of those present.

- 5) When a course has been denied designation, the Chairs of the CCC and the appropriate WG will request a meeting with the proposer(s) to discuss the proposal. If circumstances demand, the CCC and WG chair can agree to bring the proposal back to the CCC for reconsideration.
- 6) The CCC will report to the UEPC and Senate on the courses it has designated for the core. Information on votes and earlier discussion is not within the purview of those bodies, and will not be forwarded.
- 7) The Chair of the CCC is responsible for meetings the assigned timelines.

2011-2012 Core Curriculum Committee

- Jim Sauerberg, Chair CCC
- Rebecca Carroll, Economics and Business Administration Representative
- Cynthia Ganote, At Large Member
- Rebecca Jabbour, Science Representative
- Lisa Manter, Liberal Arts Representative
- Ed Tywoniak, Liberal Arts Representative
- Paul Zarnoth, Science Representative
- Jane Camarillo, Vice Provost of Student Life
- Richard Carp, Vice Provost for Undergraduate Academics
- Julia Odom, Registrar
- Russ Tiberi, Dean, Academic Advising and Achievement

Habit of Mind WG

- Chair: Jim Sauerberg, CCC Chair, Math
- Zach Flanagan, Chair CCIC, TRS
- Rosemary Graham, English
- Ellen Rigsby, Communication
- Cynthia van Gilder, Anthropology
- **Mathematical/ Scientific Understanding WG**
 - Chair: Rebecca Jabbour, CCC, Biology
 - Derek Marks, Kinesiology
 - Mike Nathanson, Mathematics
 - Michelle Shulman, Chemistry
 - Sally Stampp, Psychology
- **Artistic Understanding WG**
 - Chair: Rebecca Carroll, CCC, Bus Admin
 - Bob Gorsch, English
 - Lori Spicher, Modern Languages
 - Ellen Veomett, Mathematics
 - Jia Wu, Performing Arts
- **Theological Understanding WG**
 - Chair: Ed Tywoniak, CCC, Communication
 - Patrick Downey, Philosophy

- Paul Giurlanda, Theology and Religious Studies
- Ron Olowin, Physics and Astronomy
- Norrie Palmer, Theology & Religious Studies

- **Social, Historical, Cultural Understanding WG**

- Chair: Lisa Manter, CCC Member, English
- Kara Boatman, Economics
- Robert Bulman, Sociology
- Myrna Santiago, History
- Hoang Vu, Psychology

- **American Diversity / Global Perspective WG**

- Chair: Paul Zarnoth, CCC Member, Psychology
- Ron Ahnen, Politics
- Reid Davis, Performing Arts
- David Quijada, Ethnic Studies
- Elena Songster, History

- **The Common Good and Community Engagement WG**

- Chair: Cynthia Ganote, CCC Member, Sociology
- John Ely, Sociology
- Monica Fitzgerald, Liberal and Civic Studies
- Emily Hause, Psychology
- Tom Poundstone, Theology & Religious Studies

(Partial) Core Curriculum Timeline: 2011-2012

September 2011:

- Course submission requirements, Application process finalized (CCI/C)
- Course proposal feedback forms developed (WGs, CCI/C)
- Chairs identify candidate courses (departments)
- Form of Collegiate Seminar determined (Campus)

October 1st 2011:

- Course proposal feedback forms finalized (WGs)
- Chair submit interest statement to CCC (departments)

October 2011

- English 3/4/5, Seminar substance finalized (HoM WG, English, Seminar)
- Workshops or open sessions for proposers (CCI/C)

October 13th, 2011

- Open sessions for faculty writing course designation applications

December 1st, 2011:

- Designation applications due (departments)

December/January 2012:

- Designation applications evaluated, dept's contacted if concerns (WGs, CCC)

February 2012:

- Revised applications due, if necessary (departments)
- Revised applications evaluated (WG's, CCC)

April 2012:

- Everything decided for 2012-13

May 2012:

- SMC Core course offerings published (CCIC, College Communication)

June 2012:

- Orientation of first-year students

August 2012

- First-year students begin in SMC Core

Final Words

- “They” is “We”
- If it onerous, we are doing it wrong. Tell us and we will fix it.
- Learning how to implement a core while actually implementing it.
- We will view your efforts as being made in good faith; would like the same in return.

- The Core is an honest attempt to say what we want (the general education portion of a) Saint Mary’s education to be. That is progress!
- Core content not perfect. Starting next year we will be holding on-going conversations about how to improve it.

Core Curriculum webpage

<http://devdrupal.stmarys-ca.edu/node/8824>

Thank you!

Q&A, & C&C