USM Core Curriculum Proposal

Presentation to the Faculty Senate, 11/2/07
Vision and Goals for General Education at USM

adopted by the Faculty Senate, April 2, 2004

General education at USM is a coherent, integrative, and rigorous liberal education that will enable our graduates to be world-minded, intentional, life-long learners. General education engages the academic community in learning experiences that both illuminate and transcend the perspectives of various disciplines, and systematically fosters the values and dispositions, knowledge, and skills essential for students to demonstrate

1. Informed understandings of human cultures and the natural world;
2. Analytical, contextual, and holistic thinking about complex issues;
3. Effective communication using multiple literacies and forms of expression;
4. Critical reflection upon, and informed action in, their roles as citizens, family members, consumers, and producers; and
5. Ethical action to maintain their own health and contribute to the social, environmental, and economic welfare of local and global communities.
Characteristics of USM General Education

COHERENT
Learning experiences are designed to further learning goals in a cumulative and sequential manner across the student’s entire college career. General education, the major, and the co-curriculum should form an intentional, coherent whole.

INTEGRATIVE
Learning experiences are interdisciplinary in response to the explosion of knowledge in an increasingly complex and rapidly changing world; they develop the intellectual skills of connection and integration crucial to comprehending and effectively responding to complex problems.

RIGOROUS
General education will maintain high expectations for teaching and learning, and both teaching and learning will be informed and improved by deliberate and explicit assessment.

INCLUSIVE
Learning experiences require students to contend with varied and contested perspectives and diverse cultures, and to respectfully participate in learning environments honoring diversity.

PRACTICAL
Learning experiences develop those capacities essential for college graduates to succeed in a complex, transforming, and diverse world: analytical skills, effective communication, practical intelligence, ethical judgment, and social responsibility.
Timeline of Faculty Senate Actions regarding general education at USM

- **April 5, 2002**: FS charges Core council to review the Core Curriculum
- **May 2, 2003**: FS approves General Education Council structure and responsibilities
- **December 5, 2003**: FS approves General Education Council charge of creating guidelines for general education at USM.
- **April 2, 2004**: FS approves “Vision, Goals, and Outcomes” for general education
- **March 18, 2005**: FS approves Guidelines and Criteria for General Education
- **April 8, 2005**: FS approves new charge for General Education Council, to develop a process for evaluating general education proposals
- **April 14, 2006**: FS approves LAC-USM Proposal for a New General Education.
Participants in general education reform at USM

Nancy Artz
Bruce Clary
Rose Cleary
Jeremiah Conway
Elizabeth Dodge
Elizabeth Elliott
Lee Goldsberry
Deborah Johnson
Gary Johnson
Jerry LaSala
Cheryl Laz
Steve Romanoff
Robert Sanford
Jim Smith
Charlene Suscavage
Jan Thompson
Judy Tizón
John Zaner
Don Zilman
Kaitlin Briggs
Paul Christiansen
Jerry Conway
Dinah Crader
Blake Whitaker
Lisa Moore
James Ford
David Vanderlinden
Christy Hammer
James Messerschmidt
Sue Sepples
Jim Smith
Ann Dean
Dennis Gilbert
Jeanine Uzzi
George Caffentzis
Lucinda Cole
Michael Shaughnessy
Lou Gainey
Rolf Diamon
Robert Russell
Maureen Elgersman-Lee
Douglas Owens
Hank Tracy
Christina Beaudoin
Monroe Duboise
Rob Sanford
Catherine Fallona
Charles Fitzs
Michael Hillard
Brian Hodgkin
Joel Irish
Thomas Knight
Jane Kuenz
Terry Theodore
Diana Long
Samuel Merrill
Ortrude Moyo
Jason Read
Francesca Vassallo
Trudy Wilson
Susan Feiner
Lynn Kuzma
Vaishali Mamgain
Wendy Chapkis
Rebecca Goodale
Lydia Savage
Samantha Langley Turnbaugh
Firooz Pavri
Travis Wagner
Joe Staples
Jura Avizienis
Will Kilroy
Adam Tuchinsky
Pat Mahoney
Lorrayne Carroll
Bruce Thompson
Kate Winninger
Lisa Walker
Sue Picinich
Brenda Edmands
Bruce Roberts
Susan McWilliams
Keita Whitten
Patrick Peoples
Katharine Lualdi
Joyce Lapping
Andrea Thompson McCall
Paul Dexter
Helen Gorgas-Goulding
Elizabeth Higgins
Susan Campbell
Margie Fahey
Beth Round
Heidi Noyce
Toni Passerman
Kathleen Roberts
EYE courses are interdisciplinary and EYE and Mid-career are team-designed. The Capstone may or may not be in the major, but will include an interdisciplinary component.

Indicates substantial writing. * QR must be completed before taking Science Explorations

*College Writing must be completed before Creative Expression, Socio-cultural Analysis, Cultural Interpretation and Science Exploration.

Diversity-designated course ( ) Letters in parentheses indicate assignment of old Core letters to new courses in transitional phase.
## Implementation Timetable for New USM Core

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation</strong></td>
<td>Pilot 9 (12 for F’07) EYE sections</td>
<td>Pilot 22 sections EYE, 1 MC as ENG 399</td>
<td>No new EYE pilot courses offered; those already approved run as scheduled</td>
<td>Implementation of USM Core for all entering students with &lt; 24 SCH (60 sections) 40 CI-SE-SA-CE for above students Phase out old core</td>
<td>Implementation of USM Core for all entering students Run 60 EYEs 53 MCs 80 CI-SE-SA-CE Cluster courses Phase out old core</td>
<td>60 EYEs 53 MCs 100 CI-SE-SA-CE Cluster courses Capstones</td>
</tr>
<tr>
<td></td>
<td>Seek GEC provisional approval</td>
<td>Seek final GEC and Faculty Senate approval</td>
<td>Implementation of LCC (LAC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Develop 14 additional EYE sections; 1 MC section</td>
<td>Plan development of 35 more EYE sections, 53 MC, 100 CI-SE-SA-CE courses Assess EYE</td>
<td>Continue with development of 35 new EYE, 53 MC, 100 CI-SE-SA-CE courses Form clusters Assessment of EYE</td>
<td>Continue with development of 53 MC and 100 CI-SE-SA-CE courses Assessment of EYE, CI-SE-SA-CE</td>
<td>Develop Capstones Assessment of all USM Core components except Capstone</td>
<td>Ongoing program assessment and development.</td>
</tr>
<tr>
<td></td>
<td>Assess EYE pilots.</td>
<td>Assess EYE</td>
<td>Assessment of EYE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:**
- EYE = EntryYear Experience courses (25 seats per section)
- SE-CE-CI-SA = Science Explorations (40), Creative Expression (20), Cultural Interpretation (30), Socio-cultural Analysis (30).
- MC = Mid-career Integrative courses (30 seats per section)
- TC = Thematic Cluster courses (variable seats per section)
- Capstone (25 seats)
## Enrollment Analysis

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Maximum Enrollments</th>
<th>Actual Enrollments</th>
<th>% Full</th>
<th>60% Actual Enrollments</th>
<th>40% Actual Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>2203</td>
<td>1695</td>
<td>76.94</td>
<td>1017</td>
<td>678</td>
</tr>
<tr>
<td>F</td>
<td>2444</td>
<td>2010</td>
<td>82.4</td>
<td>1206</td>
<td>804</td>
</tr>
<tr>
<td>G</td>
<td>2045</td>
<td>1569</td>
<td>76.72</td>
<td>941</td>
<td>628</td>
</tr>
<tr>
<td>H</td>
<td>1880</td>
<td>1528</td>
<td>81.28</td>
<td>917</td>
<td>611</td>
</tr>
<tr>
<td>I</td>
<td>3720</td>
<td>2697</td>
<td>72.5</td>
<td>1618</td>
<td>1079</td>
</tr>
<tr>
<td>J</td>
<td>6671</td>
<td>4974</td>
<td>74.56</td>
<td>2984</td>
<td>1990</td>
</tr>
<tr>
<td>K</td>
<td>2355</td>
<td>1837</td>
<td>78</td>
<td>1102</td>
<td>734</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,318</strong></td>
<td><strong>16,310</strong></td>
<td><strong>77%</strong></td>
<td><strong>9,786</strong></td>
<td><strong>6,524</strong></td>
</tr>
</tbody>
</table>
Resources, continued

- **Total seats needed in new core**: calculated by multiplying the estimated number of necessary sections for each course (EYE, 4 courses in the second tier, and Mid Career Integrative Seminar) by the maximum enrollment recommended for each course: 6,090, or less than 40% of existing core seats.
Retention Information

- The primary purpose of the new curriculum is to improve academic performance of USM students through a general education curriculum that is challenging, integrated, and rigorous.

- Retention and persistence to graduation are predicted byproducts of improved student experience and performance.

- Evidence regarding retention:

  Evidence consistently shows that students who participate in first-year seminars like the EYE are more likely to persist into their sophomore year than students who do not participate in such seminars first-year seminars (Goodman and Pascarella, 2006, Peer Review)

  In the National Survey of Student Engagement, students consistently express greater satisfaction with their college experience when they report being challenged, supported and engaged with others, both academically and socially. Evidence shows that these same factors contribute to student persistence (http://nsse.iub.edu/).
Retention, continued

- One comparable program, Portland State University, experienced significant retention increases as a result of their reforms:
  
  The decision of our colleagues to make substantive rather than incremental change improved the retention rate from freshman to sophomore year from 33% in 1994 to 69% in 2002.

Academic Freedom

Academic freedom is not simply freedom of speech. As the American Association of Colleges and Universities put it in their 2006 report, academic freedom requires that faculty:

…submit their knowledge and claims to rigorous public review by peers who are experts in subject matter under consideration; to ground their arguments in the best available evidence; and to work together to foster the education of students.

It also includes a responsibility for establishing and reviewing curriculum:

Faculty are responsible for establishing goals for student learning, for designing and implementing programs of general education and specialized study that intentionally cultivate the intended learning, and for assessing student achievement. In these matters, faculty must work collaboratively in their departments, schools, and institutions as well as with relevant administrators.

Academic freedom is necessary not just so faculty members can conduct their individual research and teach their own courses, but so they can enable students – through whole college programs of study – to acquire the learning they need to contribute to society.

Traditional Definition of Academic Freedom

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.