

CORE-MIC Dec 7 meeting Agenda

- 1: Set dates/times for future meetings
- 2: Go over the charge (V. Korenman)
- 3: Middle States Self Study, Deans/VP retreat, existing CORE program (D. Hamilton)
- 4: State requirements, accommodating transfers, flexibility w/ majors, etc. (P. Peres)
- 5: Begin brainstorm on main concepts
- 6: Ideas for future meetings

Future Meetings

Meeting #2 (near Dec 17) 12-2

- 1: Go over any new information requested at Meeting #1
- 2: Summarize community input
- 3: Flesh out “big ideas” for curriculum: translate big ideas into curriculum elements
- 4: Ideas beyond curriculum (requirements and/or options)

Meeting #3 (near Jan 7?) Jan 7 12-2

- 1: Begin outlining report: writing assignments
- 2: More detail on “beyond curriculum” ideas
- 3: Discussion of implementation

Meeting #4 (week of Jan 14?) Wed Jan 16 10 AM

I'm sure we'll need a meeting

Meeting #5 (may need to be done via email discussion)

Go over draft report to be delivered to SPSC before Jan 28 meeting

Harvard Model: overview

■ Rationale

- “Preparation for life”: basic skills, habits of mind
- Students need to be “unsettled”
- Do not teach to headlines, but make sense of headlines via classes

■ Goals

1. Civic engagement (local, national, international)
 - Understand forces driving change
 - Exposure to diverse cultures (via politics, sociology, history)
2. Arts Ideas & Values
 - Exposure to diverse cultures (via language, fine arts)
 - Appreciation of aesthetic expression
3. Response to change
 - Science & technology, ethical and social implications
4. Ethical Awareness
 - Differing belief systems
 - Respect for diverse cultures

Harvard: proposed

Fundamentals

- 2nd language (being re-examined?)
- Expository writing (broaden to speaking?)
- Not much math !!?!

“Distributive studies”: 8 “half-courses”

- No topic fits neatly into 1 discipline
- Emphasize breadth, connectedness, context
- Each course needs to serve at least 1 goal

Pedagogy

- Interactive and team teaching
- Approach modern/concrete problems

UC report: “Berkeley Model”

Rationale:

- Public universities evolving towards “vocationalism”
- Diversification of students, uncertain future
- Changes in classroom teaching/technology
- “discipline-based” organization too dominant

Goals:

1. Civic Education
 - Information (American history/politics)
 - Searching (how to be life-long learner and articulate it)
 - Democratic Values/civic participation
 - Experience: community service (profit/nonprofit)
2. Thematic, interdisciplinary approach (“menu” vs cafeteria)

“Berkeley” proposed:

- Theme areas should contain elements from many disciplines
- Freshman seminars on contemporary topics (like our Honors program)
- Capstone courses
- More possibilities for research
- Incentives/opportunities for modernizing and improving teaching methods

Maryland “V0” proposal

Rationale:

- Students need new skills/knowledge for flexible response to rapidly changing world
 - Thinking critically, acting productively
- Recognition/respect for differences *and similarities* among cultures increasingly important
 - Global citizens, active participants in democracy
- GenEd should not simply be entrée to major discipline

Goals:

1. Intellectual awareness and appreciation beyond major
2. Build community and connections via “overlapping intellectual experience”
3. Basic competency in communication (oral/written), quantitative literacy, technology literacy (Fundamental Studies)
4. Acquire a deep understanding of their primary subject matter (Capstone course)

U Md “V0” proposal

- Fundamental studies: broaden mathematics component
- Advanced studies: Capstone
- Distributive studies:
 1. Informed Member of Society
 2. World Cultural and Historical Landscape
 3. Aesthetics of Life
 4. Issues in Science and Engineering
- *Note: apparently no “intro to discipline” courses are included. Fewer credit requirements however.*

Pedagogy

“Teaching [these courses] should be an honor, not a chore”
Should engage students w/ big questions

For Next meeting

- ARHU discussion/ Columbia model
- SGA proposal for sustainability component
- other models to consider?
- other input (AETL as a resource)?
- other ideas?
 - 2nd language?
 - international experience?
 - community service/engagement?

Recent ARHU discussion

Columbia-style CORE Courses. The committee recommends that the College consider supplementing or even largely replacing its current CORE offerings with a set of interdisciplinary courses, taught by faculty and instructors across the College, on the model of the Columbia University Core Curriculum. (Basic information on the Columbia Core Curriculum can be found at <http://www.college.columbia.edu/core/>). Under this model, the College would establish a handful of courses with common reading lists organized under broad thematic rubrics (such as, per Columbia, Contemporary Civilization (a course on the history of ideas), Literature Humanities, Art Humanities, Music Humanities, and the like). A typical course would feature discussion sections led by individual instructors from a full range of disciplines (and thus generating an enlivening range of perspectives). In the Columbia model, such instructors receive weekly lectures by senior faculty on upcoming material in the course. The committee felt that such a curricular change could have an extraordinary and dramatic impact on the intellectual collegiality of students and faculty, and could establish a strong identity for the College across the campus.