

Core 2009 Committee Responses to Vice Presidents' Charges

The Core Curriculum Committee is charged with reviewing the DCCCD Core Curriculum in order to recommend to the VP Council any changes and revisions to the Core it believes will operate in the best interest of our students. In doing this, the committee should keep in mind the question, "What must students know and be able to do upon the completion of the DCCCD Core Curriculum?" In addition, the VPs charge the committee with the following:

1. **Ensure its recommendations are in keeping with THECB rules and regulations pertaining to the Core Curriculum. These can be found at http://www.thecb.state.tx.us/Rules/tac3.cfm?Chapter_ID=4&Subchapter=B**
The Core 2009 curriculum model is organized by themes to provide coherent, integrative learning. The structure of this model differs from the format of the THECB distribution requirements, but all rules and regulations are met. (attachment 1a) www.thecb.state.tx.us/GeneralPubs/Agenda/Ag2008_01/VIIIK/VIIIKA1.pdf-2008-01-09 (revised THECB rules)
2. **Ensure that its membership recognizes that individual members must take a broad role in reviewing the Core Curriculum and that they are not to assume they represent any one discipline within the curriculum;**
 - a. The Core 2009 committee developed a set of principles to guide their work and decision making (attachment 2a).
 - b. A detailed research plan (attachment 2b) was developed to insure that the committee conducted a thorough analysis of all data. The committee made decisions for course selection and format design based on this research. The committee conducted a thorough analysis of the feedback received related to the First Draft. A modified research plan (attachment 2b) was used to make decisions for revisions to the First and Revised Drafts.
3. **Develop a process that includes both broad input and feedback from the DCCCD community (students, faculty, and staff) prior to making its final recommendations. Such a process must incorporate recommendations from the many Academic Curriculum Committees;**
 - a. A communication plan (attachment 3a) was developed to ensure that all members of the DCCCD community received information and had opportunities to provide input to the committee.
 - b. District Discipline Committee Chairs were invited at the August 2007 District Curriculum workshop to participate in the process. Several committees compiled suggestions and posted on the Web page suggestion form.
 - c. A Core 2009 Web page (www.dcccd.edu/core2009) was constructed to provide information and receive input. 150 emails were sent to the committee during the Fall 2007 and Spring 2008 semesters using the Suggestion Form posted on the Web page. 180 emails were sent to the committee using the Feedback Form after the First Draft was released on June 16, 2008.

- d. Bookmarks were printed and widely distributed at each college to publicize the Web page and ask the DCCCD community for input.
- e. A general forum and a student forum were designed, scheduled and conducted at every college in Fall 2007 and Spring 2008. Dates and locations of each forum were posted on the Core 2009 Web page, email invitations were distributed district wide, and information was posted on college home pages. 450 faculty, staff and students attended college forums in November, 2007. 440 students attended student forums in January and February, 2008. Forums were also conducted for Advisors, the Registrars Council and the Vice Presidents. Input was analyzed and summaries were posted on the Web page (attachment 3b).
- f. A second round of forums, designed to solicit feedback on the first draft of the Core 2009 curriculum are scheduled at every college during “Return Week” August 2008. Dates and locations of each forum were posted on the Core 2009 Web page and email invitations were distributed district wide. 400 faculty and staff attended these 7 forums. Input was analyzed and a summary was posted on the Web page.
- g. Two final forums, designed to solicit feedback on the Revised Draft of the Core 2009 curriculum, were conducted at Mountain View College and Eastfield College the week of October 27, 2008. Dates and locations of each forum were posted on the Core 2009 Web page and email invitations were distributed district wide. Input was analyzed and a summary will be posted on the Web page.
- h. The Core 2009 committee conducted a total of 30 forums between November 2007 and October 2008.
- i. Written responses were sent to 19 Discipline Committee Chairs and 15 individuals who contributed suggestions for revising the First Draft. The responses to Discipline Committees were sent to the President of the District Faculty Association and posted on the Core 2009 Web page.

4. Consider the possibility of creating “capstone” experiences or courses within the Core in a manner that permits colleges to operate as independently accredited institutions in utilizing such;

The Core 2009 committee recommends a core curriculum arranged in clusters of courses called tiers. The tiers provide a systematic format by which students can navigate the Core. GOVT 2302, the single course located in Tier 3, is identified as an “Integrative Learning” experience rather than a capstone course. The THECB allows institutions to create a capstone course as an Institutional Option (component area code 090), but the committee was not interested in expanding the size of the recommended Institutional Option (Wellness and the Human Experience). The Government District Discipline Committee will be charged with facilitating the design and dissemination of activities and experiences for GOVT 2302 that may provide opportunities for students to make connections between ideas and information they have encountered in their course work in Tier 1 and Tier 2. Most students enrolled in GOVT 2302 will be completing the Core Curriculum.

Assignments in GOVT 2302 provide opportunities to assess Intellectual Competencies of students who are nearing completion of the Core. Although assessment activities may be conducted with this cohort of students, GOVT 2302

faculty are not responsible for creating the assessments nor evaluating institutional assessments. The faculty member is responsible for assigning grades to GOVT 2302 work. If student work is utilized for institutional assessment, the institutional assessment does not affect a student's course grade.

5. **Ensure for every course recommended for inclusion within the Core that there be a stated commitment from its discipline related curriculum committee to measure student learning outcomes and utilize the resulting data for future improvements. In addition, such curriculum committees should be expected to engage in course redesign when needed;**

District Discipline Committees will be charged to identify Exemplary Educational Objectives and commit to the assessment of these objectives for each course recommended for inclusion in Core 2009. Charges will also be written to request the incorporation of learning features of the Core Curriculum for courses within each Tier. **In Tier 1:** Direct instruction of necessary skills and knowledge, utilizing lower level cognitive processes, activities and assessments. **In Tier 2:** Knowledge and skills introduced in Tier 1 are reinforced and applied in various disciplines utilizing higher level cognitive processes, activities and assessments. **In Tier 3:** Through the study of one or more critical issues, highest level cognitive processes are used to make connections between disciplines encountered in Tiers 1 and 2. The Core 2009 Committee recommends the formation of numerous interdisciplinary teams to design, implement, monitor, and assess learning features of the Core Curriculum.

6. **Investigate the Core Curricula of other Texas public institutions, as well as the data collected regarding our present Core, and benchmark best practices in creating its recommendations;**

- a. Members of the Core 2009 committee attended the NTCC Consortium Core Curriculum Workshop conducted at UNT in September 2007. The committee reviewed all documents listed in an extensive bibliography (attachment 6a) distributed at the workshop.
7. b. The committee developed a research plan (attachment 2a) that each component area subcommittee team used to carefully analyze data for presentation to the whole committee.
- c. Subcommittees cross-walked the DCCCD catalog with the ACGM Lower Division Course Guide manual (www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm - 3k - 2007-12-05) comparing course descriptions, and looking for courses not in the current core that should be included.
- d. The committee consulted the Texas General Education Core Web Center (<http://statecore.its.txstate.edu>) to examine the core curricula at all two and four year colleges in Texas.
- e. Several committee members attended the conference, "Seven Revolutions: Scanning the World out to 2025" (http://7revs.csis.org/sevenrevs_content.html) to assist in identifying the challenges students will be facing in upcoming decades.
- f. The committee examined current data on first/last courses taken by core

completers.

g. The committee benchmarked best practices in general education curriculum. A 2008 AAC&U publication titled “Promising Models” provided a resource for the examination of numerous transformative initiatives.

<http://www.aacu.org/resources/generaleducation/promisingmodels.cfm>

8. Recommend a process by which the Core Curriculum can be revised once its recommendations are adopted;

The Core 2009 Committee will review the procedure for revision of the current core during the Spring 2009 semester and analyze the features of the process that are effective and ineffective. The committee will develop a process for revising the Core Curriculum based on an analysis of DCCCD organizational structures and procedures.

9. Develop a timeline by which its recommendations can be made to the VP Council by the close of Fall Semester 2008 with an implementation date of Fall 2009.

A timeline (attachment 8a) was developed to guide the work of the Core 2009 committee to ensure that recommendations could be made to the VP Council by the close of the Fall Semester 2008. This timeline, the communication plan (attachment 3a) and the research plan (attachment 2a) provide an overview of the work of the committee.

10. Understand its recommendations are to be made to the Vice Presidents Council and that final approval of the Core is dependent upon approval by the VP Council, the Chancellor’s Cabinet, the Board of Trustees, and THECB.

The Core 2009 committee activities identified in the timeline (attachment 8a) reveal a process whereby recommendations will be made to the Vice Presidents Council in November 2008, followed by the Chancellor’s Staff, the Board of Trustees and the THECB.

ATTACHMENT 1a

Texas Higher Education Coordinating Board Component Area Requirements

Code	Component Area	Core 2009	THECB	Core 1999
010	Communication ¹	6	6	6
011	Communication ²	3(4)	0-6	3(4)
020	Mathematics ³	3(5)	3-6	3(5)
030	Natural Sciences	8	6-9	8
040	Humanities ⁴	3	3-6	6
050	Visual & Perf Arts	3	3	3
060	US History	6	6	6
070	Political Science	6	6	6
080	Soc/Behav Science	3	3-6	3
090	Inst Options	1(3)	0-6	4 (5)
Totals:		42 (43-47)	42-48	48 (49-52)

Numbers in parenthesis represent total credit hours possible if course selected is one with more credit hours than the required minimum in the component area.

¹ English rhetoric/composition

² Composition, speech, modern language* communication skills

**Application of a modern language means the basic proficiency skills acquired during introductory courses and includes a working competency in grammar, writing, speaking, and listening/comprehension in a foreign language.*

³ First college-level math course a student completes, including but not limited to introductory statistics, logic, college algebra, or any more advanced course for which the student is qualified upon enrollment

⁴ Literature, philosophy, modern or classical language*/literature and cultural studies

**Humanities application of language skills includes a study of literature in the original language, and/or the cultural studies related to a modern or classical language.*

ATTACHMENT 2a
GUIDING PRINCIPLES

As members of the Core 2009 committee we will ...

1. Discuss the kinds of learning experiences that prepare students for successful lives, careers, and civic engagement in a 21st century world that is increasingly complex and rapidly changing.
2. Meet regulatory and legislative mandates.
3. Make decisions considering data from diverse sources and perspectives.
4. Be open-minded, honest and trustworthy.

ATTACHMENT 2b

Framework for Component Area Research and Discussion

1. What courses are in our current core?
2. What is the content (or merit) of these courses in meeting the Perspectives, Intellectual Competencies, and Exemplary Educational Outcomes?
3. What is in our DCCCD catalog that is not in the core? Why are these courses not in the core?
4. What courses in the ACGM (Lower Division Academic Course Guide Manual) are not found in the DCCCD catalog? Should any of these courses be considered for inclusion in the core?
5. What are the courses in the cores of outstanding community colleges?
6. What trends do you see in university cores at our top receiving institutions?
7. What suggestions were sent to the committee via the suggestion form (proxy emails)?
8. What insights and suggestions were offered at the student and faculty/staff forums?
9. What insights were found in the research of the 17 readings from the Texas Higher Education Coordinating Board bibliography?
10. What's working/not working with the current core?

Framework for Revising First Draft

1. Identify the issue(s) raised by reviewing all Feedback submitted to www.dcccd.edu/core2009, emails, forums and Q and A sessions. Compile the comments into Support and Change document that incorporates feedback submitted prior to August 12 previously collated in word document (cut and paste items related to your ISSUE) and all feedback since August 12 found in the proxy emails.
2. Review questions and answers addressed in **Framework for Component Area Research and Discussion** (above) that relate to the issue(s). Identify the rationale for the Core 2009 feature that provoked this issue. (Some rationale can be found on the 17 page First Draft posted at www.dcccd.edu/core, some can be found in yellow charts used while we considered courses and some can be found in the materials presented by the Component Area teams in the spring).
3. Is additional information/data needed? If so, collect and document the source(s) of this information/data.
4. Identify options for making revisions to address the issue(s).
5. Analyze the pros/cons for each option.

**ATTACHMENT 3a
COMMUNICATION PLAN**

Audience	Method	Message	Who	Status
All	Face to face	Place 2007-2008 committee meetings on district Comprehensive Calendar Fa07	Allatia	C
Students	Email to MARCOM	Ask PI Directors for space on College Web pages Fa07	Allatia	C
Students	Face to Face	Get story on forum and Core 2009 process in Campus Newspaper Fa07	Core 2009 Leaders	C
Students	Face to Face	Approach faculty who work with Student Paper Fa07	Core 2009 Leaders	C
Students	Face to Face	Communicate with student leaders and SPAR directors in Student Leadership meeting with Chancellor, Vice Chancellors, and Associate Vice Chancellors Fa07	Don	C
Students	Public Forum	Work with SPAR directors to host forums for students on campus Fa07	Core 2009 Leaders	C
All	Web page	Identify committee members, charges, legislation, monthly meeting summaries, timelines for discussion, suggestion form Fa07	Core 2009 Leaders	C
All	District email	Notice to district about Web page Fa07	Becki	C
Student Services	Email	Ask VPs of SS/EM to encourage Student Services personnel to attend forum and/or use Suggestion Form Fa07	Allatia	C
Faculty	Face to face	In division and campus meetings, invite colleagues to attend forum and use Suggestion Form Fa07	Core 2009 Leaders	C
Faculty	Email	Invite Ray Attner to announce Web page to Faculty Association Presidents Fa07	Becki	C
All	Face to Face	VP Council meeting – Ask VPs to encourage participation in forum or use of Suggestion Form Fa07	Allatia and Don	C
Faculty	Email	Inform VP Council about Web page Fa07	Allatia	C
Faculty	Face to Face	Meet with College Leadership Council (Instructional Council) Encourage deans to communicate Web page, forums, and suggestion form to Adjunct Faculty Fa07	Core 2009 Leaders	C
Tech	Email	Tech Ed Council to increase	Don	C

faculty and staff		awareness and participation in process (25% of AAS degrees come from Core) Fa07		
Faculty	Email	Discipline Committee Chairs to encourage faculty to attend forums and use suggestion form Fa 07	Allatia and Don	C
Faculty	Email	Encourage Discipline Committee Chairs in disciplines not represented by Core Leaders to give input Fa07	Allatia	C
Faculty	Email	VOE email groups – Special invitation to faculty hired since 2000 to participate in the process; it is their first time to do this Fa07	Allatia	C
Community	Email	Ask tech deans and tech faculty to get word to College Technical Advisory Committees about web site, forums, and suggestion form Fa07	Core 2009 Leaders	C
All	Email	Announcement to College (on Monday) of the forum that will be held on campus that week Fa07	Core 2009 Leaders	C
All	Email	Solicit input using Web page Suggestion Form Sp08	Becki	C
All	Email	Announce upcoming release of first draft of Core 2009 Sp08	Becki	C
All	Email	VPs to schedule “Return Week” forums Sp08	Allatia	C
All	Web page	Release First Draft of Core 2009 Curriculum Recommendations Timeline for Review and Revisions and Feedback Form Su08	Allatia and Becki	C
All	Email	Announce release of First Draft of Core 2009 Curriculum Recommendation Su08	Allatia and Becki	C
All	Email	Ask PI Directors to post “Return Week” forum information Su08	Allatia	C
All	Face to face	Place Fall 2009 committee meetings on district Comprehensive Calendar Su08	Allatia	C
All	District Email	Reminder of the August forums Su08	Becki	C
All	Email	Announcement to college on August 11 of the August forum that will be held on campus that next week Fa08	Core 2009 Leaders	C

VOE	Face to Face	Encourage Participation in process and use of Feedback Form Fa08		C
All	Email and Web page	Release of Revised draft of Core 2009 and process for giving additional feedback Fa08	Becki	C
All	District Email	Reminder of the October forums Fa08	Becki	C
All	Email and Web page	Release of Revised draft of Core 2009 and process for giving additional feedback Fa08	Becki	C

ATTACHMENT 3b
Map of responses from the Core 2009 forums
held between November 2007 and March 2008.

SKILLS

Fac/staff (450+)	Student (440+)	VPs (20)
Critical thinking	Technological skills	Communication
Metacognitive skills	Communication	Problem solving
Communication	Critical thinking	Metacognitive
Information Literacy	Metacognitive	Application of skills /transference of knowledge
Problem solving	Language	

BIG IDEAS

Fac/staff (450+)	Student (440+)	VPs (20)
Global awareness and cultural competency	Cultural appreciation and global awareness	Global perspective
Ethics and values	Relevant curriculum	Relevant curriculum
Social responsibility	Sustainable environments	Sustainability; energy
Interdisciplinary learning experiences	Engaged Citizenry	Learning is fun
Relevant curriculum and methodology	Personal Finance	Arts
	Change	
	Wellness	
	What does it mean to be human?	

AREAS TO IMPROVE

Fac/staff (450+)	Student (440+)	VPs (20)
Flexible in content	Active Learning	Interconnectedness of disciplines (several questions in many courses) for deeper learning
Size and selections that facilitate transfer	Teachers who care and are committed to students and technologically proficient	Active learning
	Advising	Personal responsibility for learning
	Texts	
	Scheduling – student friendly	
	eCampus – Use it!!	
	Technology - newer	

Additional comments were gathered from the Registrars Council and the Advisors Council.

Registrars (40)	Advisors (10)
Core needs to be smaller	Core needs to be smaller
Flexible	Core must be flexible
Add global emphasis	IO – harder to transfer. Students don't need it
Computer sciences may not need it; should be able to test out	Computer Science <ul style="list-style-type: none"> • most have it • some don't • should be at beginning, if at all
Expand PE options or courses with wellness component (such as nutrition)	PE <ul style="list-style-type: none"> • Eliminate it • Keep it – lifelong fitness • Many colleges don't require it
Exposure of a broad body of knowledge; liberal arts education	Keep reading/math prerequisites
Information literacy	Recommend sequence of courses
HD	
Financial responsibility	

ATTACHMENT 6a THECB BIBLIOGRAPHY

1. "Chapter 3: Purposes."

Bok, Derek. *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*. Princeton, NJ: Princeton University Press, 2006. 58-81

2. "College Learning for the New Global Century"

http://www.aacu.org/advocacy/leap/documents/GlobalCentury_ExecSum_final.pdf
(Executive Summary in PDF)

3. American Association of Colleges and Universities' Liberal Education and America's Promise (LEAP) initiative, 2007

http://www.aacu.org/advocacy/pdfs/LEAP_Report_FINAL.pdf (complete report in PDF)

Optional Resources

The following links provide a deeper understanding of the national conversation on undergraduate education reform.

1. "Chapter 10: Acquiring Broader Interests"

Bok, Derek. *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should be Learning More*. Princeton, NJ: Princeton University Press, 2006. 255-280

2. "Greater Expectations: A New Vision for Learning as a Nation Goes to College"

http://www.greaterexpectations.org/quick_read.html

American Association of Colleges and Universities, 2002

<http://www.greaterexpectations.org/pdf/GEX.FINAL.pdf> (report in PDF)

<http://www.greaterexpectations.org/> (website)

3. "Reinventing Undergraduate Education: A Blueprint for America's Research Universities" <http://naples.cc.sunysb.edu/Pres/boyer.nsf/webform/overview> (overview).

The Boyer Commission on Educating Undergraduates in the Research University, 1998
<http://naples.cc.sunysb.edu/Pres/boyer.nsf/>

4. "Integrative Learning: Opportunities to Connect."

<http://www.carnegiefoundation.org/elibrary/integrativelearning> Public Report of the Integrative Learning Project sponsored by the Association of American Colleges and Universities and The Carnegie Foundation for the Advancement of Teaching. Eds. Mary Taylor Huber, Cheryl Brown, Pat Hutchings, Richard Gale, Ross Miller, and Molly Breen. Stanford, CA: 2007.

5. http://www.fas.harvard.edu/%7Esecfas/Gen_Ed_Prelim_Report.htm "Preliminary Report of the Task Force on General Education" -- Harvard University Task Force on General Education, October 2006

6. **"A Test of Leadership: Charting the Future of U.S. Higher Education"**
<http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf> Final Report (PDF) of the Secretary's Commission on the Future of Higher Education, September 2006
<http://www.ed.gov/about/bdscomm/list/hiedfuture/index.html> -- Commission website

7. **"[Liberal Education and the Journey to an Educated Person.](#)"**
Nellen, Annette. SJSU Achieving Greater Expectations Strategic Planning Retreat, Dec. 1, 2006 33:05 minute presentation on San Jose State's efforts to revise undergraduate curriculum in light of national scholarship. NOTE: RealPlayer file format, free player at <http://www.realplayer.com/>

8. **"[A Dialogue with Dr. Carol Geary Schneider \(President, AAC&U\) on Achieving Greater Expectations.](#)"** San Jose State University, November 11, 2005 49:15 minute presentation by AACU President on Greater Expectations initiative NOTE: RealPlayer file format, free player at <http://www.realplayer.com/>

Benchmarks/Concept Pieces (How do other places do this stuff?)

9. **AACU Liberal Education and America's Promise (LEAP) outcomes, 1-page summary** http://www.aacu.org/advocacy/pdfs/LEAP_VisionFlyer.pdf (PDF)

10. **Indiana University-Purdue University Indianapolis (IUPUI) Principles of Undergraduate Learning** http://www.iupui.edu/academic/undergrad_principles.html

11. **Michigan State Outcomes for Liberal Learning**
<http://undergrad.msu.edu/outcomes.html>

MSU's Integrative Studies Approach
<http://www.ns.msu.edu/cisgs/CISGSHOME/PAGE/brochure.html>

12. **Portland State General Education**
http://www.pdx.edu/advising/general_ed.html
Four Goals of University Studies: <http://www.pdx.edu/unst/goals.html>

13. **Arizona State General Studies**
<http://www.asu.edu/aad/catalogs/general/genstudiesintro.html#88218>

14. **"Academic Programs to Look For" U.S. News & World Report Rankings**
http://colleges.usnews.rankingsandreviews.com/usnews/edu/college/rankings/rankacadprograms_brief.php

ATTACHMENT 8a
CORE 2009 TIMELINE

September 2007	Attend THECB Core Forum Research THECB bibliography Develop Guiding Principles
October 2007	Members present summaries of THECB bibliography Design Core 2009 Web page Develop Communication Plan Research and discuss “What is Core?”
November 2007	Design Faculty, Staff, Student Forums Finish presentation of THECB summaries Conduct 7 college forums Summarize and post forum data Assign members to component area research teams Develop framework for component area research
December 2007	Component area research
January 2008	Discuss academic goals for liberal education Design Student Forums Conduct 4 college Student Forums COMMUNICATION component area research presentation
February 2008	Conduct 3 college Student Forums MATHEMATICS component area research presentation NATURAL SCIENCE component area research presentation
March 2008	Design Registrars’ Council, Advisors and VP Council Forums Conduct Registrars’ Council Forum Conduct Advisors Forum Conduct VP Council Forum SOCIAL SCIENCE component area research presentation
April 2008	HUMANITIES component area research presentation INSITUTIONAL OPTIONS component area research presentation Discuss research on thematic cores
May 2008	Design structure/themes using component area course selections Revise Core 2009 Web page Prepare First Draft of Core 2009 Curriculum Recommendations Design Open Forums for Return Week

- June 2008** Release First Draft of Core 2009 Curriculum Recommendations
 Meet with VP Council to explain First Draft
 Meet with Advisors to explain First Draft
 Meet with Academic Deans to explain First Draft
 Prepare charges for District Discipline Curriculum Committees related to Core 2009
- August 2008** Conduct Open Forums during Faculty Return Week at every college
 Begin revision of Core 2009 Curriculum Recommendations
- September 2008** Deadline for submitting comments to Feedback Form: September 24
- October 2008** Release Revised Draft of Core 2009 Curriculum Recommendations
 Design final open forums
 Conduct 2 final forums at MVC and EFC
 Prepare Core 2009 Curriculum Recommendations
- November 2008** Release Core 2009 Curriculum Recommendations
 Present Core 2009 Curriculum Recommendations and Response to Charges to VP Council
- December 2008** Chancellor's Staff receives Core 2009 Curriculum Recommendations
- January 2009** DCCCD Board of Trustees receives Core 2009 Curriculum Recommendations
 When approved, Core 2009 Curriculum Recommendations sent to THECB