Committee Members

- Candice Benjes-Small (Information Lit)
- Gwen Brown (Oral Comm)
- Art Carter (Technology Lit)
- Laurie Cubbison (Written Comm)
- Rosemary Guruswamy (Written Comm)
- Sharon Hartline (Critical Thinking)
- Stephanie Semler (Critical Thinking)
Outline

- Background
- Proposal
- Rationale
- Framework
- Future plans and challenges
Charge

- Ad Hoc working committee
- Goals 1-4
- Create courses which would address the goals
- Originally given 11 credit hours
- Encouraged to think outside the box
Limitations

- Develop a plan
- Implementation issues addressed by other bodies
Framework

- Four sequential and interconnected courses
- Each addresses some outcomes listed under each goal
- Each course builds on and reinforces the one before
Moved away from

- A course in writing, a course in oral communication, a course in critical thinking, a course in information and technological literacy
Why?

- Practical
  - Staffing considerations

- Pedagogical
  - Skills are necessarily integrated
  - Learning is most effective when skills are practiced and reinforced
  - Applied rather than theoretical
Courses

- Core 101
- Core 102
- Core 201
- Core 202
Benefits of Integration

- Skills not viewed as course-specific
- Skills taught by different faculty, show not department-specific
Benefits of Reinforcement

- Studies show writing skills deteriorate after freshman year
- Core A extends writing instruction into sophomore year
- True of all skills
Benefits of Sequence

- Skills can be built upon
- Skills will be reinforced
Faculty

- 101 taught by English faculty and GTFs
- 102, 201, and 202 open to all faculty across campus
- Core retreats
- Opportunity for learning community
Oversight

- Core Curriculum Director
- Core Coordinators
  - English
  - Library
  - Philosophy
  - Communications
Assessment

- E-portfolios
Challenges

- Staffing
- Transfer articulation agreements
- Training
Questions and Suggestions

- Forums
  - October 2 (philosophy and framework)
  - October 16 (specific courses)