

Academic Core Curriculum Committee
Summary Results of Academic Program Survey
October 2016

In an effort to investigate the implementation of the Core Curriculum model, the ACCC asked academic programs to choose the two categories in which they would offer courses and to estimate how many sections of courses they might offer in the new Core Curriculum given current faculty resources. The goal was to gauge which areas currently meet staffing estimates, which areas might need additional resources, and where opportunities exist for programs to redesign or develop new courses.

We are *only* presenting summary results here; we did not ask academic programs to make a final commitment to those categories at this time.

For this document, we estimated the seats needed in each level of the Core based on data from 2009-2013 for General Education enrollments and the number of students who transfer in General Education courses. We are awaiting updated data for the last three years from OAIR. Further information about the proposed course caps¹ appears in the Core Curriculum proposal available on the Faculty Senate webpage.

2018-2019

Foundation Level Courses Begin

An estimated 1000 seats are needed for CTZN 110, ENGL 165, and each Foundation category. Based on trends in transfer credit, fewer than 1000 seats may be needed in some areas. For example, approximately 30% of students currently transfer in credit for Goal 2: ENGL 150.

Initial estimates are below:

Course	Fall/Spring Only	Fall/Winter/Spring/Summer
CTZN 110	1340	1400
ENGL 165	882	882
Historical and Contemporary	1500	1695
Human Behavior and Social Institutions	1410	1605
Global Citizenship	1275	1350
Aesthetic Expression	1175	1220
Quantitative Reasoning	1200	1245
Scientific Reasoning	696	786

¹The total number of seats in each area was calculated based on the following proposed Core Curriculum course caps:

CTZN 110: 20 seats; ENGL 165 and CTZN 410: 18 seats;

Aesthetic Expression Pillar and Perspective sections with a studio component: 15 seats;

Scientific Reasoning Pillar and Perspective sections with a lab component each: 24 seats.

All other Core courses each have 25 seats. Winter intersession and Summer courses each have 15 seats.

2019-2020Perspectives Level Courses Begin

An estimated 1200 seats (1000 continuing and 200 transfer students) are needed in each Perspectives area. World Languages Perspectives courses will be included in the transfer articulation agreements, so an estimated 1000 seats are needed.

Initial estimates are below:

Course	Fall/Spring Only	Fall/Winter/Spring/Summer
World Languages Perspectives	860	1085
Historical and Contemporary Perspectives OR Human Behavior and Social Institutions Perspectives	1125	1260
Global Citizenship Perspectives OR Aesthetic Expressions Perspectives	950	995
Quantitative Perspectives OR Scientific Perspectives	520	610

2020-2021Symposium Course Begins

An estimated 1200 seats are needed at the Symposium (CTZN 410) level.

Initial estimates are below:

Course	Fall/Spring Only	Fall/Winter/Spring/Summer
CTZN 410	810	1140

Next steps

Based on this initial feedback, we anticipate that academic programs, in collaboration with members of the Core Curriculum implementation committee and administrators, will work on the following:

- Finalization of categories chosen by academic programs.
- Redesign of some Foundations level courses to meet the demand for Perspectives level courses.
- Redesign of current courses (whether in General Education or not) for the Symposium level.
- Creation of new “wish lists” by academic programs of courses they could offer in the Core if given additional faculty resources.
- Flexibility in the transition to a new Core Curriculum for redesigned courses to fulfill old General Education goals.