

“How, Then, Shall We Live?”
Citizenship in a Global Society

The Common Core Curriculum

Of

Lewiston-Auburn College
University of Southern Maine

Approved
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Preface

Figure 1

Title:	How, then, Shall We Live? Citizenship in a Global Society
Curricular Themes:	Democracy, Sustainability, Justice and Difference
Curricular Threads:	<ul style="list-style-type: none">• Ethical Awareness, Social Responsibility, Civic Engagement• Career Development• Socio-Cultural and Historical Literacies• Information Literacy• Creative and Critical Inquiry• Written and Oral Communication

I. Introduction

The purpose of reforming general education at Lewiston-Auburn College is to more effectively fulfill our mission of preparing students to meet “the challenges of our dramatically changing, global and pluralistic world.” The interdisciplinary design of our curriculum is intended to enhance students’ ability to address complex problems, understand ethical issues, tolerate ambiguity, enlarge their horizons, enrich their perspectives, and enable them to act as informed citizens. Our four undergraduate degree programs (Arts and Humanities, Natural and Applied Sciences, Leadership and Organizational Studies, Social and Behavioral Sciences) are marked by integration among disciplines as well as between the liberal arts and professional concentrations. LAC faculty share a strong commitment to interdisciplinary teaching/thinking, writing intensive coursework, and student-centered pedagogy. LAC also has a unique and multifaceted partnership with the Lewiston-Auburn community that obligates us to remain responsive to their demand that a rigorous and relevant liberal arts education be made available to the people of central Maine.

LAC’s new Common Core curriculum is designed to enhance interdisciplinary learning in several ways. We have designed a robust set of common courses that work within programmatic and college-wide structures so that general education is integrated throughout a student’s career at USM/LA. These interdisciplinary courses are designed to address particular educational themes, utilize common texts, and faculty have developed common course blueprints so that our “core curriculum” can provide all students (including transfer students) and faculty a shared experience in liberal arts education. These interdisciplinary courses are also designed to explicitly demonstrate the power of linking the specific disciplines of the LAC majors as they contribute to the educational themes of the LAC Common Core. We believe that our curriculum not only enhances the learning of LAC students (and faculty), but also serves as a national model of an integrated, thematically focused, interdisciplinary curriculum of general education.

In the on-going process of creating our abilities-based program, we keep foremost in our minds the particular competencies, knowledge, and dispositions that we believe our students need in order to become effective and engaged citizens in the 21st century. We also keep asking ourselves where, when, how students have the opportunities to develop, practice, and demonstrate those abilities. Our intention is to create well coordinated and continuous processes of design, assessment, and redesign of the learning experiences offered in this pathway so that student learning and progress are optimized. This focus on specific student abilities also facilitates the task of establishing transfer equivalencies to ensure smooth processes for students transferring in and out of LAC.

The opportunity to revise our general education program comes at a propitious

moment in the history of Lewiston-Auburn College, a time when we are seeking to expand our facilities and increase the number of both enrolled and prospective students. The curriculum allows us to create institutional structures and investments that will support our continued efforts to provide a rigorous interdisciplinary education. It also broadcasts our commitments to those in our community and region who otherwise might not grasp our mission and vision. Our work on this curriculum must be continuous in that educational experiences intended to enhance our students' abilities to react constructively and creatively to the world's changing demands must themselves be responsive.

As the literature on interdisciplinarity suggests, developing such curricula and courses means that faculty too are "life-long learners" in need of curricular seminars where they can learn from one another and consider common texts as they design or redesign common syllabi around particular educational themes (see *Accreditation standards for Interdisciplinary General Education* and Newell, 1998). To maintain a high quality, interdisciplinary program of general education at LAC, this curricular work (and the institutional support for it) must be on-going. We believe that in very significant ways, this work is enriching LAC's community of learning, strengthening collegial connections among full and part-time faculty, and helping to set the direction for (and limits to) LAC's future growth.

Our aim is to meet the varied learning needs of our students and to encourage continuous creative contributions by all members of the LAC community. Most importantly, we intend to provide an experience of the transformative potential of a liberal education relevant to our obligations as global citizens and stewards. More than a set of requirements, this curriculum has the potential to engage us, exemplify that engagement to others, and draw others into a community of vigorous inquiry and vital learning.

II. Context for General Education Revisions

A. General Education at USM

The General Education Council (GEC), a permanent standing committee of the USM Faculty Senate, has articulated a "Statement of the Vision, Goals and Outcomes of General Education at USM" and a set of "Guidelines and Criteria for General Education at USM" that have informed the conceptual design and guided the development of LAC's curriculum.

The GEC grounds its vision in the findings of a national study funded by the Association of American Colleges and Universities and reported in *Greater Expectations: A New Vision of Learning as a Nation Goes to College* (AAC&U, 2002). The GEC argues that "the increasing and constantly changing complexity of a diverse and interdependent world calls for college graduates who are informed and responsible, world-minded, intentional, life-long learners" (p.2).

This idea of "intentional learning" is central to the current nation-wide effort to reform general education. To quote from the *Greater Expectations* report:

“Becoming such an intentional learner means developing self-awareness about the reason for study, the learning process itself, and how education is used. Intentional learners are integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions. . . . For intentional learners, intellectual study connects to personal life, formal education to work, and knowledge to social responsibility. Through understanding the power and implications of education, learners who are intentional consciously choose to act in ethical and responsible ways. Able to place themselves in the context of a diverse world, these learners draw on difference and commonality to produce a deeper experience of community” (pp. 21 - 22).

The GEC’s Vision, Goals and Outcomes statement, as well as its set of guidelines and criteria are also informed by the minimum requirements for general education set by The New England Association of Schools and Colleges (NEASC), our accrediting body. NEASC stipulates that:

- 1) “Each undergraduate program includes a general education requirement and a major or concentration requirement;”
- 2) “The general education requirement is coherent and substantive, and it embodies the institution’s definition of an educated person. The requirement informs the design of all general education courses, and provides criteria for its evaluation;”
- 3) “The general education requirement ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities; the sciences including mathematics; and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another;”
- 4) “The institution ensures that all undergraduate students complete one-third of their studies (or the equivalent of *forty semester hours* in a bachelor’s degree program) in general education.”

B. The Mission of Lewiston-Auburn College

Our mission informs the focus and design of the Common Core curriculum. That mission reads as follows:

Lewiston-Auburn College of the University of Southern Maine is committed to being a national leader in interdisciplinary education, to serving as a resource for the community, and to providing an outstanding educational experience for students, achieving these goals through degree programs that are responsive to changing cultural and workplace

demands and are available to a non-traditional and diverse student body.

The aim of the college is to increase the educational preparedness of the people of central Maine for meeting the challenges of our dramatically changing, global and pluralistic world. The curriculum is marked by integration between the liberal arts disciplines; between the liberal arts, the professional concentrations and the workplace; and between the college and the community. We hire and retain faculty who embrace a teaching philosophy that emphasizes student-centered learning, analytical and creative thinking, effective oral expression and writing across the entire curriculum. The college makes a rigorous liberal arts education available to students of varying levels of readiness in order to foster in them a sense of ethical and civic responsibility, a disposition toward lifelong learning, and the capacity to live responsible, creative and productive lives.

III. General Education at Lewiston-Auburn College

A. Conceptual Framework

1. Thematic coherence

Too often, general education curricula seem imposed, disjointed and unfocused, in large measure because the intent is to sample rather than coalesce into a holistic learning pathway. The design for general education at LAC, in contrast, aims to provide a curricular structure that builds on the strengths of our integrated programs to enhance the interdisciplinary learning experiences of our students. The curriculum is grounded in LAC's core values of interdisciplinarity, student-centered pedagogy, academic rigor and effective expression; in addition, it embraces the College's mission of fostering a sense of ethical and civic responsibility in students and teachers alike. As an extended inquiry into the vitality and everyday relevance of **democracy, sustainability, justice, and difference**, this curriculum asks that we build a learning community around Tolstoy's powerful question: "**How, then, shall we live?**" We explore the meaning of citizenship in a global society, the responsibilities and rights of a college-educated citizen, and how we can maximize ethically grounded civic and social agency in our lives.

2. Developmental, iterative design

We take a developmental, iterative approach to curriculum design. We know from Bloom's taxonomic work and Perry's work linking intellectual and ethical development that a college education is at heart a developmental and *transformative* process. A student's learning in college should unfold as a cumulative movement through single classes, courses and degree programs,

with a student progressing from basic knowledge acquisition to applying the material learned to other situations, to then analyzing and evaluating it for its strengths and weaknesses, and finally synthesizing it with ideas and perspectives being encountered elsewhere. This progression, however, is not in rigid lockstep; the more complex positions are introduced and anticipated throughout the curriculum. It is in the more advanced courses that one expects to see the confident expression of increased skills and supporting learning dispositions.

Such an experience is not only intellectual; at its best it is an increasingly complex pathway through world views and self-identity as well. As students encounter the powerful learning college offers, says Perry, they move from seeing the world as essentially dualistic – truth is unquestioned, things are right or wrong – toward a richer, more robust view of the world as essentially multiplistic, relativistic and context-bound. This world view, they come to realize, offers significant choices and some uncertainty. Dealing with this uncertainty allows students to truly claim their learning as their own even as they are in the midst of fashioning what could be a new understanding of themselves. This, in turn, reinforces a disposition towards life-long, intentional learning.

LAC's Common Core curriculum is in this light designed as a *developmental, iterative* pathway. Six abilities (see *Figure 1*) the warp of this curricular weave, each move from the important first encounter, wherein students begin to sense a greater complexity in the material (the "entry" phase of the curriculum) to a so-called "middle" phase in which students work through this complexity with greater and greater degrees of application, analysis, synthesis, evaluation, and ethical decision making, ultimately then moving finally through a "concluding" phase featuring not merely complex and demonstrated knowledge but also responsibility for learning, for choosing positions, and for self-definition.

As is increasingly the case throughout higher education in the U.S., many of our students enter the college with prior course credits. Our abilities-based, developmental approach must meet the learning needs of both transfer students and the inevitable range of students found within any classroom, individuals vary significantly in their abilities and skills, no matter how technically comparable the prior educational experiences. Our explicit identification of a structure of developmental phases, while not in itself "solving" these challenges, sets the stage for more intentional design of course specific abilities and the communication of an organized and coherent curriculum, facilitating also the systematic evaluation of incoming students' different learning needs (and accomplishments) in the context of each level of our curriculum.

3. A Sequential Pathway

In accordance with the guidelines of the USM General Education Council, the LAC pathway is structured into a three-phase vertical sequence that combines common core courses and co-curricular experiences into an intentional, coherent curriculum that complements and strengthens students' work in their majors. We recommend that students develop portfolios as an opportunity to reflect upon, integrate and synthesize their learning experiences at LAC. The LAC Portfolio will help students reflect upon how the Common Core curriculum and co-curricular experiences connect to their academic majors, and use those reflections to help shape their plans for the future.

Entry phase: Students come to LAC with varied levels of maturity, experience, academic preparation, and credit hours. The task during this first phase is to provide students a transitional experience that meets them where they are individually, addresses their particular academic needs and facilitates their progress in completing their degrees. Active collaboration among faculty and staff is critical to this task.

According to the GEC's guidelines for general education, this phase involves learning experiences that "offer students multiple opportunities to regularly practice written and oral communication, recognition and discussion of alternative perspectives, the use of information technologies, and other skills" (p. 8). It must also include a transitional experience that introduces transfer students to LAC's common core curriculum and campus culture.

Entry phase co-curriculum: Achieving the outcomes of this phase does not rely solely on the completion of a set of courses. Instead, students are required to participate in co-curricular activities and will be strongly encouraged to demonstrate their proficiencies in particular skill areas. (Please see Appendix 3 of the GEC's guidelines for the outcomes of co-curricular experiences at USM.) Moreover, because the requirements in this phase are those most likely to be met by transfer credits, CLEP exams, and/or proficiency exams we have designed courses that provide a distinctive educational experience for our students while simultaneously addressing the need to make most of these courses easily transferable (in and out of LAC) *Entry phase co-curricular activities include:* a) Participation in a minimum of two LAC's "One Book, One College" activities, including in-class discussions and related activities; b) Participation in advising events to orient new students to LAC's programs of study, co-curricular activities; c) Initial portfolio work; d) all other co-curricular activities linked to entry phase courses.

Entry phase course requirements:

**LCC 100: Profiles, Proficiencies, Portfolios	1 cr
LCC 110: Language and Literacies in a 21 st Century World	3 cr*
LCC 130: The Biology of Human Health w/ Lab	4 cr
LCC 150: Statistics for Informed Decision Making	3 cr
LCC 200: Creative Critical Inquiry into Modern Life	4 cr*
LCC 220: U.S. Democracy: Origins & Development	3cr
LCC 230: Environmental Science, Policy, & Sustainability	4 cr
LCC 250: Thinking about Art, Thinking Through Art	3 cr

** LCC 100 cannot be waived

* Writing Instruction courses.

Middle Phase: Designed to build upon entry level learning and to complement student work in their majors, Common Core course work in the middle phase emphasizes that learning is "partial, situated, and open to change" (GEC's proposed guidelines, p. 8) As the GEC guidelines indicate, such learning experiences expose students to increasingly sophisticated texts and problems, pose questions with greater complexity, and demand greater awareness of tensions and relationships among ideas and epistemologies. In the same way, this phase of the Common Core calls for critically contextualizing and incorporating discipline-specific ways of framing questions. In short, students during this phase are accommodating greater complexity even as they accomplish greater integration among forms of inquiry.

Middle phase co-curriculum: As students become more fully enculturated with the values and expectations of LAC's learning community, we expect and encourage them to become more active contributors in their classes, the college and their communities. *Middle phase co-curricular activities include:* a) participation in LAC's "One Book, One College" activities, including active contribution to in-class discussions and participation in related college-wide activities or events; b) participation in writing support workshops; c) participation in and contribution to college wide events related to the Common Core themes (i.e. Atrium art gallery events, speakers, student organization activities; d) participation in advising events related to either community work related to the Common Core themes or to the students individual educational or career goals. e) continued development of student portfolio; f) all other co-curricular activities linked to middle phase courses.

Middle phase course requirements:

HUM/LOS/NAS/SBS 300: Writing in the Disciplines	1 cr*
LCC 310: Science, Technology and Society	3 cr/MENU
LCC 320: Sustaining democracy	3 cr
LCC 340: Exploring Careers, Choosing Life Roles	1 cr
LCC 350: Global Past and Present	3 cr
LCC 370: Toward a Global Ethics	4 cr*
• <i>Writing Instruction courses</i>	

Concluding phase: The GEC's guidelines describe general education experiences during this final phase as requiring students “to bring critical interdisciplinary insights, understandings, and perspectives to bear on the specialized knowledge projects of the majors and professional degree programs. In this way, concluding learning experiences will both illuminate and transcend the perspectives of disciplines and professions. Concluding experiences enable students to provide evidence of their learning – in general education and in the major – [and] should result in a final product which represents a high level of accomplishment . . . [as it addresses] a substantial portion of the goals and outcomes for General Education. (p. 8)

Concluding phase co-curriculum: The overall focus of LAC's Common Core curriculum shifts from comprehending global contexts in the middle phase to appreciating the particular in this final phase. This shift in focus is experienced by students in the career development sequence as they work to identify their individual career goals, as they consider particular localities, and formulate their distinctive questions, visions and voices in their capstone course and final portfolio presentation. Students are supported in these endeavors through co-curricular opportunities sponsored by the student support services, the Writing Center and the majors (e.g. writing support workshops; the LAC student literary magazine *Sneakers, Stiletos, and Steeltoes*; Arts & Humanities program annual Potluck, Workshops on Graduate Studies, “What to Do with Your Degree,” etc.). Other *concluding phase co-curricular activities include* a) students in the Senior Seminar will be expected to lead discussions of the text chosen as part of LAC's “One Book, One College” program; b) students in Senior Seminar will also be expected to attend the portfolio presentations; c) students will present their final portfolios to faculty, staff and students; d) all other co-curricular activities linked to concluding phase courses.

Concluding phase course requirements:

LCC 400: Finding Your Calling	1 cr
LCC 410: Aesthetic and Political Dimensions of Language	3 cr
LCC 430: Place and Community	3 cr
LCC 450: Internship	3 cr
LCC 480: Senior Seminar	3 cr*
LCC 490: Portfolio Presentation	1 cr

*Writing Instruction Course

(see appendix A for a summary of Common Core credit hour distribution by phase, and appendix B for a tally of LAC requirements for the majors and Common Core credit hour overlap)

B. Characteristics of Curriculum

The guidelines for general education at USM stipulate that in order to foster the values and dispositions, knowledge and skills essential for graduates who are world-minded, intentional, life-long learners the curriculum must be *coherent, integrative, rigorous, inclusive, practical*. LAC's Common Core curriculum meets those learning objectives by fully embodying these characteristics.

1. Coherence

Coherence is achieved through two prominent features of curricular design. First, inquiry into the themes of our Common Core curriculum (democracy, sustainability, justice, difference) is made at increasing levels of complexity throughout the curriculum. Interdisciplinary courses offered in each of the three phases are designed to explicitly demonstrate the power of linking the natural sciences, arts and humanities, and the social science disciplines as they contribute to the investigation of these themes. Second, this abilities based curriculum is intended to cultivate six abilities in developmental sequence throughout the undergraduate course of study at LAC. These abilities articulate the learning goals of an undergraduate education at Lewiston-Auburn College. They govern the design and assessment of learning in the Common Core curriculum as well as in the four LAC undergraduate majors. These abilities include:

- ***Ethical Awareness, Social Responsibility, Civic Engagement:*** The thematic foci of the curriculum – democracy, sustainability, justice and difference – indicate the central importance of ability. As the GEC Guidelines suggest, our aim is to “help our students develop the habits of mind and heart that characterize the ideal of a citizen in a democratic society” (p. 4);
- ***Socio-cultural and historical literacies.*** One central goal of the

Common Core is to graduate students who are world-minded citizens well informed about the historical and cultural contexts through which they might intelligently consider current realities. This goal informs the design of courses throughout the curriculum;

- **Information Literacy.** Because information literacy is a critical feature of lifelong learning, a developmental progression of competencies in information literacy is integrated throughout the Common Core. "Information literacy is a set of abilities requiring individuals to 'recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.'" (American Library Association's *Information Literacy Competency Standards for Higher Education*, 2000, p. 2) While specific courses will carry more explicit focus on IL skills (LCC 110, 200, 370, 480 and HUM/LOS/NAS/SBS 300 -the program specific writing course) , each of the Common Core courses will provide students the opportunity to develop their IL skills through use of information technology, application of increasingly sophisticated research methods, and ultimately through iterative critical discernment and reasoning;
- **Written and Oral Communication:** A sequence of four writing instruction courses (LCC 110, 200, 370, 480 and HUM/LOS/NAS/SBS 300 -the program specific writing course)is intended to complement the writing intensive nature of the Lewiston-Auburn College programs. The Common Core curriculum includes the outcomes of the college writing course, a second level of writing instruction, program specific writing, and the interdisciplinary capstone project of the Senior Seminar. Active participation in class discussion is an essential element of our student-centered pedagogy, while explicit attention to facilitating students' individual and group presentation skills are recommended in Common Core courses;
- **Creative and Critical Inquiry:** The curriculum is designed to facilitate the development of students' higher order thinking skills. 100- and 200-level courses introduce students to the particular modes of disciplinary inquiry and the differences among them; 300- and 400-level courses then challenge students to integrate, synthesize, evaluate and apply divergent analyses in the effort to appreciate contemporary issues in their full complexity;
- **Career development:** Empowered, intentional learners are aware of their goals, values, and lifetime aspirations. They are able to connect academic study to their personal lives, career choices and their sense of social responsibility. Because LAC's mission describes the curriculum as "marked by the integration between the liberal arts and the professional concentrations," the Common Core curriculum is interwoven with the degree programs and includes career development experiences and opportunities.

(See Appendix C for statements of these general abilities in developmental sequence; Appendix F for course blueprints with student abilities)

2. Integrative learning

LAC's Common Core creates *integrative learning* experiences through a college-wide commitment to pedagogies of active learning, interdisciplinary course design and development, team teaching, and explicit attention to the cultivation of students' higher order thinking and affective capacities so that they are more fully able to address complex problems, understand ethical issues, tolerate ambiguity and act as informed citizens.

As noted in the GEC guidelines, teaching practices can either inhibit or enhance integrative learning. The accreditation standards for interdisciplinary general education stipulate that "Integration in interdisciplinary general education is a function of both how faculty teach and how students learn. . . . Faculty will facilitate interdisciplinary integration through modeling and pedagogies of active learning as appropriate to their courses" (p. 10). LAC faculty share several critical pedagogical practices. The LAC Faculty Handbook (2005-2006) describes the approach to teaching as follows:

Traditional lectures are used sparingly if at all by USM's full-time faculty at LAC; small-group discussions, role playing, case studies, group projects and presentations, mini-lectures, labs, and student-led discussions are the methods of choice. Our emphasis is always on active learning and frequently entails teamwork and practical application. . . . these various student-centered methods of conducting class put into practice the theories and ideas that guide our sense of mission at LAC. At the center of our mission is a commitment to building community which entails the development of skills in group work and a parallel commitment to challenging traditional power relations. We wish to empower students by encouraging them to find and use their own voices and by helping them to understand that they can offer solutions to real social problems as well as construct meaning for themselves out of difficult texts without relying entirely on the professorial experts to explicate each text for them. We want our classrooms to be thought and speech labs where words are used to construct, define, and evaluate various knowledges and truths. Our hope is to produce informed democratic citizens who will participate actively in creating a sense of community in the larger society. And by marginalizing the illusion of expertise as the only path to final answers we hope our pedagogy makes concrete for students the notion that our truths are socially (communally) constructed, a notion conducive to a tentative embracing of our own "absolutes" and a tolerant approach to those held by others (pp. 6-7).

To insure the coherent sequencing of abilities and to bring distinct disciplinary perspectives to bear upon the themes in our Common Core curriculum's scope and sequence, co-curricular learning opportunities and the design and development of each of the twenty courses has been and will continue to be

completed through the collaborative work of full and part time faculty from different disciplines and staff from different areas of the college. Courses in the Common Core will regularly be team-taught. While this commitment to ongoing collaborative work is labor and time intensive, LAC faculty and administration know from past experience that team teaching and interdisciplinary curricular work is an extraordinarily rich element of our continued development as teachers and scholars.

Explicit attention to the cultivation of students' higher order thinking and affective capacities through interdisciplinary learning experiences is a central feature of the curriculum. We view interdisciplinarity as an approach to teaching and learning that

involves setting academic disciplines in dialogue with one another in order to adequately address the complex issues and problems of our world. . . . Sometimes this, most simply, involves use of materials from other academic fields, keeping one disciplinary approach "primary." (e.g. LCC 130, LCC 150, LCC 230) In other instances, methods, concepts and applications from multiple disciplines will be brought together in a complementary manner to address different facets of a topic (e.g. LCC 310, LCC 350, and LCC 370). More intensive interdisciplinary courses make explicit the assumptions and implications inherent in each of the disciplinary perspectives such that the nature of the "disciplines" themselves is also examined (e.g. LCC 410, LCC 430, LCC 480) Real world problems confronting our students and society, now and in the future, do not neatly fall within the boundaries of traditionally defined academic disciplines. Rather, effective problem-solving requires the ability to selectively identify and apply relevant concepts and skills associated with a range of fields. . . . Interdisciplinarity prompts greater appreciation of the importance of how one thinks about different types of problems and solutions. Being flexible - and rigorous - in one's examination of varied areas of inquiry and knowledge expands the intellectual and practical resources at one's command. One of the most profound levels of learning to be offered through higher education occurs with the deepening and broadening of the range of processes with which one can formulate questions and evaluate the answers and actions available to us as individuals and as a society. At Lewiston-Auburn College, we view interdisciplinarity as one of the most powerful means available to us, as faculty and as an institution, in achieving this educational outcome (*Lewiston-Auburn College Faculty Handbook, 2005-2006* p. 34).

3. Rigorous

The LAC pathway will engage students in progressively more *rigorous* work as they move from Entry to Middle and then Concluding phases of the Common Core curriculum. The student abilities have been carefully placed and sequenced

so that earlier abilities lay the foundation for more advanced and in-depth work that reflects an integration of the themes and abilities of an LAC education.

LAC faculty and staff working on the design of the Common Core have used Bloom's Taxonomy as a framework for shaping a curriculum that attends to students' developmental learning needs while moving them toward higher-level learning experiences. All courses in the concluding phase have stated expectations for high-level analysis, synthesis, and evaluation, as well as co-curricular engagement and affective appreciations.

While rigor has been built into the curriculum as it was being designed, it is also important to create structures, mechanisms, and procedures that will address the need to sustain and safeguard the integrity and high standards of the curriculum. Lewiston-Auburn College has developed the following strategies to address this need:

a. Mechanism for evaluating new courses and assessing ongoing courses
As part of the new Governance Constitution for Lewiston-Auburn College, a new standing committee is being created to oversee the implementation and evaluation of the Common Core curriculum. The Common Core Committee will have faculty, staff, and student representation, and will be primarily responsible for creating the structural and procedural operations that will sustain the GenEd program at LAC. All changes to the GenEd Curriculum, including recommended new courses, must be vetted through and approved by the Common Core Committee and communicated to the USM General Education Council.

The Curriculum Review process will incorporate the use of a Course Blueprint model, a Course Blueprint Audit process, and a Course Syllabus Checklist for reviewing courses to make sure they align with the course blueprints. An Outcomes & Assessment Subcommittee of the Common Core Committee will be directly responsible for conducting the Course Blueprint and Course Syllabus Audits. The purpose of this subcommittee is not to dictate how the courses are taught, but to maintain stability in what is offered to students and give proper attention to assuring that the student abilities of the curriculum are delivered according to the stated expectations of the LAC Pathway.

(See Appendix D for Course Blueprint Audit and Course Syllabus Checklist)

As a means of attending to the overall review of the LAC Common Core curriculum, the Common Core Committee will conduct a review of the program every three years. The review process will be similar to that used for Program Reviews in which programs are asked to identify strengths, challenges, needs, and future goals.

b. Plan for ongoing assessment of student learning
The LAC Portfolio will provide the overall framework by which student learning

will be assessed. Three one-credit courses have been created along a developmental continuum to introduce students to successively more advanced information and expectations about the portfolio. Both Student Services and faculty advisors will be provided with staff development experiences that help them learn how to use the portfolio framework for advising students in ways that help them make purposeful choices in developing their personal portfolios. The LAC Portfolio will be introduced to students in the LCC 100 *Profiles, Proficiencies, Portfolios* course, and expectations for student documentation of learning will be explained at that time. (Transfer students will also take the class.) The portfolio provides both structure and flexibility so that students can use their own examples of work to document their attainment of student abilities through various assessments that have been a part of their educational experience. In LCC 340 *Exploring Careers, Choosing Life Roles*, and LCC 400 *Finding Your Calling* students learn to bring together archival evidence of abilities in both the Common Core curriculum and their major. In the LCC 490 *Portfolio Presentation*, students will reflect upon and synthesize their learning from each academic year, including co-curricular and service learning experiences.

LCC 480 *Senior Seminar* is a capstone writing-instruction course in which the student is asked to create a synthesis research paper on one of the curricular threads connected to the theme of *How, then, shall we live? Citizenship in a Global Society*. With a significant place in the Concluding Phase of the curriculum, the course helps students see the critical linkages between the GenEd curriculum and their content major, and products from the course provide important evidence of abilities that can be included in the student's portfolio.

LCC 490 *Portfolio Presentation* is a one-credit, Pass-Fail capstone course in which students summarize their cumulative undergraduate experience, provide evidence of their abilities in all areas of the curriculum, and demonstrate how they have synthesized and developed personal meaning-making from the curriculum and used the process to shape future goals.

Scoring rubrics will be used to assess critical aspects of the Common Core curriculum, including Senior Seminar products and the portfolio review. Faculty will be encouraged to use scoring rubrics whenever possible to make sure student abilities are being assessed in authentic and reliable ways.

(See Appendix E for example of a scoring rubric for the Senior Seminar.)

c. How students demonstrate they have met five goals of General Education
Again, the LAC Portfolio will be the primary means by which students demonstrate that they have met all five goals of General Education. Other courses, such as LCC 450 *Internship* and LCC 480 *Senior Seminar*, will also provide opportunities for most students to demonstrate abilities in all five goal areas, but the LAC Portfolio has a primary purpose of being a depository for evidence of cumulative knowledge, skills, and dispositions that leads to a

meaningful integration of learning and insight about the significance of one's college education.

4. Inclusive

The title of the LAC pathway, "How, then, shall we live? Citizenship in a global society" captures its purpose. The curriculum is designed to rigorously examine the notion of global citizenship and to cultivate the knowledge, skills and dispositions in our students (and ourselves) that allow us to address the ethical rights and responsibilities this term implies. Thus, the *inclusiveness* of the curriculum is vitally relevant to its purpose. Issues of human diversity and justice name two of the curricular themes and are addressed in two of the abilities that form the basis for Common Core course design. We have articulated and developmentally sequenced specific abilities related to questions of diversity and inclusion as follows: abilities related to Ethical Awareness, Social Responsibility, Civic Engagement include:

- *The student will compare the significant differences among peoples in the U.S. and world in terms of opportunities, choices, levels of security, comfort, and self-determination.*
- *The student will describe and demonstrate appreciation for various ethical frameworks.*
- *Student will contrast the ethical behavior defined by a particular culture (or others) and the universal standards of ethical behavior.*

Abilities related to Socio-Cultural and Historical Literacies include:

- *The student will explain how cultural and class self-recognition, including the concept of privilege, is a prerequisite to recognizing one's role in a stratified society.*
- *The student will recognize key historical events and interpret how they shaped the present, discussing not only significant turning points, but also the socio-historical process.*
- *The student will apply basic sociological concepts to critically examine societies and history.*
- *The student will analyze how identity groups are socially constructed, such as race, gender, ethnicity, including "Whites."*
- *The student will demonstrate an awareness of the range of experiences that people different from themselves may have had within their cultures.*
- *The student will analyze the relationships among individual, group relations, and larger socio-historical structures and processes.*
- *The student will explain how "cultural relativity" does not preclude decision-making and action.*
- *The student will challenge economic, social, environmental and political concepts and forces that are not inclusive of global diversity and sustainability.*
- *The student will display open-mindedness, awareness and acceptance*

of differences in heterogeneous groups.

Encounters with diverse people and ideas occur across the curricular and co-curricular experiences of this pathway. Of particular note are the community events, films, speakers sponsored by faculty as well as student organizations at USM/LA. These organizations include: International Students of Lewiston-Auburn (ISOLA), Amnesty International, Alliance for Sexual Diversities at LAC, Campus Crusade for Christ. The USM/LA Atrium Gallery also frequently exhibits works of art presenting diverse ideas and experiences. For example, in Fall, 2005 the Gallery exhibited Robert Shetterly's Americans Who Tell the Truth.

Our efforts to explicitly situate student learning within a global context occur in a sequence of courses in the middle phase of the curriculum, LCC 350: Global Past and Present, LCC 370 Toward a Global Ethics, and again in the final phase in LCC 430: Place and Community and in LCC 480 Senior Seminar. Here we would also note that students will be allowed to substitute study abroad or other special projects with an international focus for the LCC 430 Place and Community course. They can also substitute a year-long college level study of a second language for LCC 410 and LCC 430. However, students may not test out of this Common Core requirement by way of a language proficiency test for a previously learned language. Additionally, LAC Faculty have designed a Global Studies minor to complement this emphasis in our Common Core curriculum and provide students the opportunity to pursue further study of global issues and the meaning of citizenship.

5. Practical

The Guidelines for General Education at USM quote the AAC&U's *Greater Expectations Report* in its definition of liberal education as *practical* when it "develops just those capacities needed by every thinking adult: analytical skills, effective communication, practical intelligence, ethical judgment, and social responsibility....Liberal education anchors the practical in the theoretical, as it develops in students important, sophisticated skills and intellectual capacities," (p.26). The guidelines further suggest that USM's vision statement for general education emphasizes this practical dimension in seeking to foster in students the capacity for informed and ethical actions.

The requirement that general education be practical nicely complements LAC's mission to offer curricula marked by integration "between the liberal arts, the professional concentrations and the workplace," and our Common Core curriculum achieves this integration in a number of ways. The abilities organizing the design of learning experiences in the pathway (Ethical Awareness, Social Responsibility, Civic Engagement) address this characteristic. Two course specific abilities state:

- *The student will actively engage in whatever communities with which he or she identifies and act in ethical and responsible ways.*
- *The student will influence legislative, administrative, and/or judicial policies at various levels of society and government.*

The pathway also includes a sequence of courses intended to address abilities related to Career Development. These include LCC 100: *Profiles, Proficiencies, Portfolios*, LCC 340: *Exploring Careers, Choosing Life Roles*, LCC 400: *Finding Your Calling*, and LCC 450: *Internship*. (Please see Appendix F for the Course Blueprints.) Our Common Core themes (democracy, sustainability, justice and difference) also demand that both the curricular and co-curricular offerings be designed to cultivate students' capacities for informed, effective and ethical action.

Service learning is a pedagogical approach utilized by LAC faculty in many of our courses. It will be employed in Common Core courses where faculty deem appropriate. Study abroad courses, too, are being offered by LAC faculty with increasing frequency and are integrated into the Common Core curriculum as an alternative to LCC 430: *Place and Community*.

An important co-curricular element of LAC's Common Core is a "One Book/One College" program. We will select one book each year relevant to the Common Core themes that will be read and discussed by the entire college community. We plan to create activities related to this shared reading, both inside and outside of class. This will also enhance the "induction" of new or transfer students into the interdisciplinary work of LAC as well as its co-curricular opportunities. The book will also be integrated into a number of the Common Core courses so that students at various points in their studies at LAC participate in, contribute to, and eventually take leadership roles in the shared experience created by that common reading. If possible we hope to organize this program in conjunction with the "One Book" program of the Lewiston Public library.

Other proposed co-curricular learning experiences will be evaluated by the LAC Common Core Committee according to whether or not they address the LAC learning abilities. The chair and the co-curriculum coordinator will be responsible for facilitating the integration of co-curricular events with Common core courses. The curator of the USM/LA Atrium Gallery will work with the LAC Common Core committee to optimize student learning through art exhibits addressing the themes and abilities of the Common Core.

6. Hospitable to Transfer Students

One of the principles central to the design of LAC's Common Core pathway is that it must accommodate the unique needs of our transfer students while providing them a rigorous and well integrated interdisciplinary learning

experience. The pathway is structured so as to be hospitable to transfer students and flexible enough to engage them in the LAC learning community without unduly inhibiting their progress toward graduation.

Transfer students will be introduced to LAC's culture of learning through the required entry phase course, LCC 100: Profiles, Proficiencies, Portfolios. They will also be required to participate in the one book/one college co-curricular activity.

Courses in the entry phase are designed with the need for transfer equivalencies to be complimentary yet inexact matches for student abilities. While these courses will provide LAC students a distinctive learning experience organized around the themes of our Common Core curriculum, most of the entry phase courses have a primary disciplinary focus, and many of the abilities addressed in these courses are shared with entry level courses offered in other institutions. In addition, because we are proposing an iterative and vertical curricular design, we know that students will have a distinctively integrative LAC learning experience as well as opportunities to acquire LAC's specific learning abilities at the middle and accomplished phases of the curriculum.

The course audit process that will be used to evaluate course syllabi will facilitate advising and course selection for transfer students, but will not be used for determining transfer equivalencies. As long as entry-level courses taken at other institutions are parallel to LAC entry-level courses, students will be given credit for them (assuming a grade of C or higher). For example, most transfer students' college writing courses will be similar enough to the LCC 110 *Language and Literacies in a 21st Century World* course so that we will consider it an equivalent course, even though there may be only 5 or 6 learning abilities or outcomes that are obvious matches. The emphasis will be on integrating the transfer student in the middle-level GenEd courses and making some assumptions (and quality assurance checks) about the transferability of courses taken elsewhere from regionally accredited programs. All transfer students will be required to take LCC 100, LCC 340, LCC 390, LCC 400, LCC 410, LCC 430, LCC 450, LCC 480, and LCC 490. Other 300-level courses in the LAC curriculum must have equivalencies that were taken at the 200-level or higher at the student's previous institution(s).

Appeals will require a formal request that is accompanied by evidence (e.g., course syllabus, scoring rubrics, graded assignments) that the student has met the learning abilities (outcomes). The appeal must be approved by a Review Subcommittee of the LAC Common Core Committee.

C. Course Blueprint model

Course Blueprints are used for the design and oversight of course development for Lewiston-Auburn College's Common Core curriculum. Several factors provide

a rationale for this:

- The blueprint model will create a consistent format that will contribute to more efficient development and administration of the Common Core curriculum.
- The blueprint will help create a framework by which LAC can ensure that our Common Core “student abilities” are aligned with USM’s General Education outcomes, and the consistency of the format will aid in demonstrating those linkages.
- The blueprint creates a substratum upon which the various Common Core courses and syllabi can be constructed, yet it still allows for an instructor’s academic freedom in determining textbooks, assignments, teaching strategies, and assessment and grading practices.
- The blueprint format will simplify the process of developing syllabi (especially for people who will be teaching a course for the first time).
- The blueprint will be helpful in communicating with part-time faculty about the expectations for teaching Common Core courses.
- The blueprint format will be helpful in the Admissions and Advising process, especially in helping individuals provide documentation for portfolio assessments and course waivers.
- The expectations for student abilities will aid in the development of appropriate assessments.
- The consistency created by the blueprints will aid the college in being accountable to the General Education Council, NEASC accreditation reports, and other reporting protocols.

IV. Administration and Supervision of the Common Core Curriculum at Lewiston-Auburn College

The Guidelines and Criteria for General Education at USM recommend certain administrative structures necessary to support faculty in the development and delivery of USM’s new vision of integrative liberal learning. Lewiston-Auburn College has the necessary structures in place to sustain its proposed pathway.

A. Integrative Structures

Given its founding mission of “being a national leader in interdisciplinary education,” and of offering curricula “marked by integration between the liberal arts disciplines; between the liberal arts, the professional concentrations and the workplace, the structure of Lewiston-Auburn College is specifically designed to support interdisciplinary work. LAC has no separate departments. Instead, faculty in our four undergraduate degree programs (Arts and Humanities, Natural and Applied Sciences, Leadership and Organizational studies, Social and

Behavioral Sciences) as well as faculty in the Collaborative Learning and School Success Program (CLASS) and the Master of Occupational Therapy programs meet regularly as a faculty of the whole.

Furthermore, LAC's evaluation criteria for tenure, reappointment and promotion reflect its stated mission in establishing the specific ways faculty are recognized and rewarded for their contributions to the development of curricula and teaching in the Common Core. Those criteria state:

Evaluation of Lewiston-Auburn College faculty members will be based on performance in teaching, scholarship, University service, and public service. The College expects that faculty will demonstrate dedication to teaching, pursuit of scholarly interests, and commitment to the University and those it serves. In weighing the overall performance and unique contributions of faculty members, special consideration will be given to the specific ways they have responded to the multifaceted demands of a young institution with heavy administrative and advising duties and to the large workload involved in the student-centered, interdisciplinary, writing intensive, and service learning components of the College's mission. Varied profiles of active achievement in the areas above justify an appointment for as long as professional responsibilities are met. . . .

Teaching is the first and most important area considered in the evaluation process. The College expects its faculty to primarily focus on student centered pedagogy which emphasizes critical thinking, communication skills, interdisciplinarity, and professional applications of course material. In addition to staying current in their field, all faculty should incorporate these emphases in their pedagogical efforts by developing new courses and continuously updating and revising course materials. Faculty are also expected to actively engage in advising students on how to more effectively reach their educational and professional goals. . . .

Scholarship is highly valued, and scholarly achievement shall be an important criterion in establishing eligibility for reappointment, promotion, and/or tenure. In keeping with LAC's mission and embracing a broadened view of scholarship as defined by Boyer (1990), Rice (1991, 1992) and Lynton (1994), scholarly activity at Lewiston-Auburn College is defined within the following categories: Scholarship of Discovery . . . *Scholarship of Integration . . . Scholarship of Application/Practice . . . *Scholarship of Teaching . . . The successful candidate need not excel in pursuing all categories of scholarship, but must offer a reasonable balance in the types of contributions made to the University through scholarship.

Service to the University, College and degree programs at LAC should be weighted heavily in evaluation procedures, particularly in light of the substantial demands placed upon the small number of faculty responsible for the continued development and growth of this young institution. Sustained activity must be evident in the first category below (i.e. actively

engages in the development and support of the interdisciplinary nature of the college and its faculty).

B. Administrative and Supervisory structures

A new LAC Common Core Committee is charged with creating the structural and procedural operations necessary to sustain the LAC GenEd pathway. The committee will be charged with coordinating the curricular and co-curricular learning opportunities, sponsoring faculty development opportunities, and overseeing the implementation and evaluation of the LAC pathway. The Committee will organize a minimum of two faculty development events each year. The Outcomes and Assessment subcommittee will be responsible for a curriculum review processes that will incorporate the Course Blueprint model outlined above and a Course Blueprint and Course Syllabus audit process. The LAC Common Core Committee will oversee comprehensive curriculum review that focuses particularly on what roles different courses play in maintaining the integrity and providing for the delivery of the curriculum and how those roles translate into pedagogical decision-making, including analyses of class “types” and appropriate class size. The Associate Dean of Lewiston-Auburn College is responsible for the supervision of part time faculty, including those who teach Common Core courses. This responsibility includes coordinating faculty development opportunities for part time faculty and regularly reviewing student evaluations of courses taught by them.

VI. Implementation Plan

A. Timeline

Course Title	AY'06-07	AY07-08	AY08-09	AY09-10
LCC 100 Profiles		X		
LCC 110 Language*		X		
LCC 130 Biology*		X		
LCC 150 Statistics*		X		
LCC 200 Creative & Critical*		X		
LCC 220 US Democracy ##		X		
LCC 230 Environmental		X		
LCC 250 Art*		X		
HUM/LOS/NAS/SBS 300 Writing in the Disciplines			X	
LCC 340 Exploring Careers		X		
LCC 310 Science & Tech ##		X		
LCC 320 Sustaining Democs		X		
LCC 350 Global Past & Pres ##		X		
LCC 370 Ethics**		X		
LCC 400 Finding calling			X	
LCC 410 Aesthetic & Pol ##			X	
LCC 430 Place & Com ##			X	
LCC 450 Internship**		X		
LCC 480 Senior Sem**		X		
LCC 490 Portfolio			X	

* indicates new Common Core courses that we could request approval for carrying letters of old core during the transition

** indicates courses that are currently required in all four LAC programs

new Common Core courses that could be cross listed as program electives for students who are fulfilling old core requirements

The LAC Common Core curriculum – approved by the USM General Education Council and the Faculty Senate in Spring 2006 – will begin its implementation in Fall of 2007. As new courses are introduced, we will phase out old courses (except that some may be retained as electives or courses in a student's minor). Thus, many existing Core courses at the freshman level will not be offered in Fall 2007, the year when the Undergraduate Catalog becomes the student's contract for the LAC Common Core curriculum. The LAC Common Core model should be fully implemented (its first group of students who have completed the Common Core curriculum plus their program major) by 2010.

B. Advising

The USM vision statement for General Education indicates that one of the intended effects of our new programs is *to enable* our students to become more intentional in their learning. This emphasis on the intentionality of student learning signals a profound shift in USM's culture. For students, it means that general education can no longer be seen simply as a set of requirements whose rhyme and reason remain obscure. For faculty, this emphasis means that the success of our new Gen Ed pathways will ultimately depend upon the degree to which they capture the aspirations and address the aims of our students. Therefore, to successfully implement the new curricula, we must devote significant attention and energy to talking with students about the specific ways these pathways invite them to actively participate in educational experiences that are designed to help them realize *their* goals. We must make the vision, goals and outcomes for the Common Core transparent to students. We need to create opportunities to talk about the importance of making a rigorous liberal education available to all students, and about how the newly designed curricula are intended to ensure that students obtain the skills, dispositions and knowledge that will empower them to engage constructively with the far-reaching issues of our world and to be successful in their careers. Thus, advising students obtains a much more central role in the experience of general education.

LAC has a skilled group of academic advisors who work closely with the faculty to build student success. While faculty and staff development will be an important part of the transition to the new model (especially during the phase in/phase out process), the faculty and staff at LAC are willing and eager to embark on this new pathway because we are confident that this is a better path for students to take in becoming more intentional learners and more educated citizens. It is a learning process to which we are all committed.

VI. Financial Resources

We are structuring plans for implementation of LAC's Common Core curriculum in such a way to avoid any new financial encumbrances. Specifically, we will phase in many of the new courses initially as a replacement for one or more sections of currently offered courses for the Core curriculum that normally have multiple offerings. We have focused on reformulating some existing courses to an abilities based design that can validly continue their current role in USM's broader curriculum or can continue to be offered as courses currently required of students matriculated in one of LAC's majors: Ethics and Critical [and Creative] Thinking, in the former instance; and Senior Seminar and the Internship, in the latter.

Pending formal approval of the LAC Gen Ed pathway, we would then move in AY 07-08 and 08-09 to a set of courses that include both similarly comparable courses (e.g., Statistics, career development [LCC 100 & 340]) and those newly designed. Many of the latter are *new* courses; however, many, in turn, will become "replacements" for courses regularly taught by our faculty.

Two general factors about LAC's fiscal situation are worth emphasizing: Due to some unique aspects of university budgeting, LAC keeps the revenues for all undergraduate courses offered here with prefixes from different USM departments. Our budget is currently structured such that we (theoretically) keep all our course revenues, operating from a "zero-budget" at the beginning of the school year (*not* receiving any automatic share of USM's state appropriations). Thus, our reduction, or increase, in number of sections of currently "imported" Core Curriculum and new Gen Ed courses will not have a direct impact on the revenues or costs of other departments and units. Second, LAC continues in a growth phase in terms of student credit hours, and, given our highly course revenue-dependent budget, we have been intentionally "growing" our offerings each year. Thus, the introduction of the Gen Ed pathway and its associated new courses, is particularly timely, there being all indications that we can not only "absorb" these new courses, but *need* them!

**LAC's PROJECTED COURSE ENROLLMENTS
FOR COMMON CORE COURSES**

(based on current enrollments and assuming full implementation in **2010**)

<u>Course</u>	<u># of Students</u>	<u>Sections*</u>
LCC 100 Profiles & Portfolio	170	4/2/1 = 7
LCC 110 Languages & Literacies	200	5/4/2 = 11
LCC 130 Human Health	120	3/2/1 = 6
LCC 150 Statistics	175	3/3/2 = 8
LCC 200 Inquiry	150	3/3/2 = 8
LCC 220 Democracy	150	3/2/1 = 6
LCC 230 Environmental Science	150	3/2/1 = 6
LCC 250 Art	175	3/3/2 = 8
LCC 340 Exploring Careers	145	4/2/2 = 8
LCC 310 Sci/Tech (Menu)	140	4/2/1 = 7
LCC 320 Sustaining Democracy	100	2/1/1 = 4
LCC 350 Global Past & Present	125	2/2/1 = 5
LCC 370 Global Ethics	125	2/2/1 = 5
LCC 390 Writing in the Disciplines	120	1 each/1 each/ 0 = 8
LCC 400 Finding Your Calling	145	3/3/2 = 8
LCC 410 Aesthetic & Polit. Language	160	3/3/2 = 8
LCC 430 Place & Community	160	3/3/2 = 8
LCC 450 Internship	100	3/2/2 = 7
LCC 480 Senior Seminar	145	3/3/2 = 8
LCC 490 Portfolio Presentation	145	3/3/2 = 8

* Sections are estimated for Fall/Spring/Summer enrollments, then given a total number

Figures are estimates based on the following current enrollments:

25 First-Year Students

75 Non-declared, Non-matriculated, & Conditional Students

25 Nursing Students

70 Transfer Students

80 Early College Students (who typically only take one or two courses)

Estimates are based on guesses about which courses Early College students will take (influenced by past enrollments), which courses will most likely transfer in from other institutions, and which ones might be taken as exploratory courses.

Common Core Course Load

Fall 2006

Fall 2010

Course	Letter	Sections	Size	Retain as Needed	Course	Sections	Size	Established
ANT 101 Intro to Anthro	J	2	30	**	LCC 100 Profiles/Portfolios*	4/7	30	170
CHY 101 Intro to Chem	K	1	34	**	LCC 110 Language and Literacies	5/11	20W	200
COM 102 Intro to Comm	J	1	16		LCC 130 Bio of Human Health**	3/6	25	120
COR 135 US Studies	I	1	25	**	LCC 150 Statistics**	3/8	25	175
EDU 211 Comm Field Exp	I	1	20		LCC 200 Creative & Critican Inq**	3/8	20W	150
ECO 101 Macro Econ	J	1	30		LCC 220 US Democracy **	3/6	30	150
ENG 100 College Writing	C	5	20	**	LCC 230 Envir Science/Sustain**	3/6	30	150
ENG 120 Lit	H	4	25	**	LCC 250 Thinking About Art	3/8	25	175
ENG 201 Creative Writing	F	1	16		LCC 340 Exploring Careers***	4/8	25	145
ENG 300 Fiction Writing	F	1	16		LCC 310 Sci/Technology**	4/7	25	140
HRD 200 Human Grow & Dev	J	4	30	**	LCC 320 Sustaining Democracy	2/4	30	100
HUM 105 Photography	F	3	20		LCC 350 Global Past & Present	2/5	30	125
HUM 185 Think About Art	G	1	25		LCC 370 Global Ethics**	2/5	20W	125
HUM 313 What is Race?	I	1	30		LCC 390 Writing in Discipline	4/8	20W	120
HUM 325 Hst & Geog	I	1	30		LCC 400 Finding Your Calling***	3/8	25	145
LAC 101 Critical Thinking	E	4	20	**	LCC 410 Aesth/Polit. Language	3/8	25	160
LAC 328 Statistics	D	4	25	**	LCC 430 Place & Community	3/8	25	160
LAC 370 Ethics in the Org	E	3	20	**	LCC 450 Internship***	3/7	15	100
MAT 051 Interm. Alg.	B	1	22		LCC 480 Senior Seminar **	3/8	20W	145
MAT 152 Calculus A	D	1	16		LCC 490 Portfolio Presentations*	3/8	20	145
MUS 100 Music Appreciation	G	1	30					
MUS 103 Into to Jazz	G	1	30					
PSY 101 General Psych 1	J	3	30	**				
SBS 200 Develop. Psych	J	4	30	**				
SCI 100 Natural Science	K	1	22					
SCI 105-106 Bio Sci 1	K	1	22					
SCI 113-114 Chem 1	K	1	20					
SCI 170 Anat & Phys	K	2	40					
SCI 171 A&P Lab	K	4	20					
SOC 100 Into to Soc	J	3	30	**				
THE 102 Acting 1	F	1	20		** courses required by majors			* career dev sequence
THE 170 Public Speaking	F	2	25					
WST 130 Women Studies	I	1	27					

totals 33
total number of students = 120+

66 27

totals 20
total number of students = 120+

63

W = Writing Instruction Courses
* = One Credit Courses

Towards more systematically managing this process, including monitoring enrollment trends and opportunities, LAC has established a separate implementation committee to work out more specifically the logistics of phasing in new Common core offerings and, over a longer time period, no doubt, phasing out existing Core Curriculum-driven courses. This committee is constituted by representatives from our four undergraduate majors, our Dean, and our Director of Administration, who oversees the preparation of LAC's course scheduling each semester.

A major challenge for all academic units that are charged with delivering General Education programming is to find a way to balance the obligation to deliver General Education courses, courses in the major, and electives. Because Lewiston-Auburn College is dedicated to delivering quality interdisciplinary education, the faculty and administration are committed to maintaining this important balance. The administration recognizes the importance of managing resources so that clear expectations are set for finding the personnel to teach the Common Core courses.

To address the need for faculty and staff development that will help foster the necessary knowledge and competence to deliver this exciting curriculum, several members of the LAC staff are already engaged in pursuing grant opportunities to support these efforts. Any course work development that is done by faculty during the summer months when they are not on-contract must be compensated with stipends. The minimal resources that exist for faculty and staff development purposes during the academic year will target the development of the Common Core program as a priority in allocating funds.

A one-course release and stipend have been committed to supporting the person who will chair the Common Core Committee and coordinate the planning and logistical operations of the Common Core curriculum. Additionally, a portion of one professional staff position will be dedicated to the coordination of co-curricular activities and serving as a liaison with Common Core faculty to integrate curricular and co-curricular experiences for LAC students.