



AUBURN

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UNIVERSITY

# Core Curriculum Oversight Committee

Committee Update  
University Senate

**Linda S. Glaze**  
**Associate Provost for**  
**Undergraduate Studies**

# Committee Charge

The committee shall have the responsibility of recommending educational goals for the Core Curriculum and monitoring the effectiveness of the Core in fostering student achievement of those goals.

Toward this end, the committee shall oversee the assessment of student learning in the Core, including the evaluation of courses, and may recommend to the University Senate changes in the Core Curriculum, including the admission or deletion of courses and other changes to the Core. (*AU Faculty Handbook*, Chapter 2, Section 4:11)

# Committee Membership

## Faculty Representatives from the Core Areas:

*Composition and Literature: Dennis Rygiel, English*

*Fine Arts: Scott Phillips, Theatre*

*History: Charles Israel, History*

*Mathematics: Ed Slaminka, Mathematics*

*Natural Sciences: James Bradley, Biological Sciences*

*Philosophy:*

*Social Sciences: Philip Chaney, Geology and Geography*

# Committee Membership

## Faculty Representatives from the Non-Core Areas:

*College of Engineering: Steve Duke, Chemical Engineering*

*College of Agriculture: Mary Goodman, Agronomy and Soils*

*College of Business: Jim Long, Economics*

*College of Liberal Arts: David Zuwiyya, Foreign Languages and Literatures*

# Committee Membership

## *Representative from the University Libraries:*

*University Librarian: Nancy Noe*

## *Continuing/Ex-Officio:*

*Associate Provost for Undergraduate Studies: Linda S. Glaze*

*Director of Institutional Research and Assessment: Drew Clark*

## *Continuing Committee Guest:*

*Director of the Biggio Center: Jim Groccia*

# Model Representing Goals of an Auburn University Undergraduate Education



# Focus of the CCOC

## AY 2005-2006

- *Using this Model, members of the Committee first completed a matrix indicating how we believed the core courses contributed to the components of the Core and the student learning outcomes that were previously developed.*
- *We asked the departments that offer courses in the core to complete the same matrices indicating how their core courses contribute to the goals.*
- *The results of this exercise indicated that we needed to refine our language.*



# Focus of the CCOC

## AY 2006-2007

- *We also reviewed the recommendations relative to the Core contained in the Fisher report (Writing, Computer Competency, Foreign Language requirements and Diversity.)*
- *We developed student learning outcomes associated with each of the goals.*



# Core Goals and Identified Courses

## 3. Core Goal: Analytical Skills and Critical Thinking

*Outcomes for Critiquing an Argument Formally Adopted by the Committee February, 2007*

### External Resources Employed in Drafting:

*“The Critical Thinking Rubric” of the Critical Thinking Project, Colorado State University*



## Core Courses Identified

*\* Based on CCOC course studies conducted spring '06*

- HIST 1010-1020
- HIST 1210-1220
- UNIV 2710-2720
- ARCH 2600
- ARTS 1710-1720
- MUSI 2730
- THEA 2010
- PHIL 1020
- PHIL 1010
- SCMH 1010
- ECON 2020
- ENGL 2200-2210
- Core math courses



## Sample of Proposed Student Learning Outcomes: **Scientific and Technological Literacy**

- 1. Articulate the basic philosophical and historical foundations of modern science.*
- 2. Understand the scientific method and demonstrate an ability to apply it across a variety of situations.*
- 3. Demonstrate an ability to conduct, and interpret the results of experiments aimed at better understanding natural phenomena.*
- 4. Demonstrate mathematical skills sufficient to interpret and critically evaluate scientific information presented in news and other reports published for general audiences.*
- 5. Understand major issues and problems facing modern science, including issues related to ethics, cultural values, public policies, and the impact of human activity upon the planet.*
- 6. Demonstrate knowledge in one area of science, including understanding its basic principles, laws, and theories.*



# Association of American Colleges and Schools Institute on General Education, May, 2007

## ■ Auburn University Team:

*Linda S. Glaze, Undergraduate Studies*

*Mary Goodman, Agronomy and Soils*

*Julie Huff, Special Projects Advisor, OUS*

*Charles Israel, History*

*Kevin Roozen, English*

*David Zuwiyya, Foreign Languages and Literatures*



# Institute Description

- *Sessions focused around three tracks:*
  - An integrated approach to general education-linking goals, curricular design and pedagogy
  - The process of general education reform
  - Assessment of general education outcomes

# Our Institute Project

- Feedback on the outcomes that we had developed over the last two years.
- Assistance on how to integrate diversity into the core without adding two more courses
- Advice on what next??

# Why is Core Assessment Important?

## CS 3.5.1

**The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.**

# Information on CCOC and the Core

To view information on the goals and the outcomes:

[\*www.auburn.edu/us\*](http://www.auburn.edu/us)

To send feedback, please forward your comments to:

[\*glazels@auburn.edu\*](mailto:glazels@auburn.edu)