



***Task Force on Curriculum
and Academic Life***

Report to the Provost

Dean Douglas Gordon, Chair

**Dr. Susan St. Onge and Dr. Quentin Kidd
Faculty Co-Chairs**

February 25, 2004

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I. Transmittal Letter

25 February 2004

TO: Richard Summerville, Provost

FROM: Douglas Gordon
Dean, The College of Liberal Arts and Sciences

RE: Report of the Task Force on Curriculum and Academic Life

In accordance with your charge, I am submitting to you, on behalf of the Task Force members the Report of the Task Force on Curriculum and Academic Life. I want to commend the faculty and administrators who have served the university faithfully since March 30, 2002. Particular praise is due to Dr. Susan St. Onge and Dr. Quentin Kidd, the faculty co-chairs.

While much has been accomplished, much remains to be done both in terms of the unfinished agenda items included in this report and in terms of the implementation of recommendations on the curriculum contained in the "Foundations of Liberal Learning," "The First Year Seminar," and "The Liberal Learning Core." The Task Force will also need to respond to questions raised by the Undergraduate Curriculum Committee and the Faculty Senate. Among the most critical steps for implementation will be the appointment of an assistant academic dean from our faculty to help lead an interdisciplinary faculty council and the academic changes necessary for a smooth transition to the new curriculum in the fall of 2006. I have, under separate cover, conveyed the job description to you. I will begin the process of selection once you have officially accepted the report.

One remarkable, intangible feature not immediately apparent in this report has been the dedication of the Task Force members and the complete openness of the process, which has included faculty, staff, and students in university-wide discussions. In addition, a number of departments, particularly the Department of English, have embraced the need for curricular change early in the process and begun to review their departmental curriculum in order to be prepared for changes and for providing improved, intellectual challenges to our students.

It has been my pleasure to work with so many talented and thoughtful faculty working together to ensure, in your words, "a well-reasoned plan to make the academic life at CNU one which produces distinctive graduates and engaged citizens who will...cherish their time at CNU – and a plan which provides for the faculty an environment conducive to the great teaching, stimulating scholarship, and professional fulfillment essential to such an educational experience." That plan is now in your hands.

II. Task Force Membership

From the beginning, the Task Force has been represented by members of the faculty from across the departments of the university. They include:

Task Force Chair:

Dr. Douglas Gordon, Professor of English and Dean, College of Liberal Arts and Sciences

Task Force Faculty Co-Chairs:

Dr. Susan St. Onge, Professor of French

Dr. Quentin Kidd, Associate Professor of Government and Public Affairs

Task Force Members:

Dr. Robert Atkinson, Associate Professor of Biology

Dr. Bobbye Bartels, Associate Professor of Mathematics

Dr. Thomas Berry, Associate Professor of Psychology

Dr. Theodore Bostick, Professor of History

Dr. Steven Breese, Assistant Professor of Theatre

Dr. A. Martin Bouncristiani, Professor of Physics and Computer Science

Dr. Kelly Cartwright, Assistant Professor of Psychology

Dr. Ronnie Cohen, Professor of Business Law

Dr. Robert Colvin, Assistant Professor of Government and Public Affairs

Dr. Kimberly Cowell-Meyers, Assistant Professor of Government and Public Affairs

Dr. Dorothy Doolittle, Professor of Psychology and Associate Dean, College of Liberal Arts and Sciences

Dr. Marcus Griffin, Assistant Professor, Captain John Smith Library

Dr. John Hardie, Associate Professor of Physics and Computer Sciences

Dr. Cheryl Mathews, Assistant Professor of Social Work

Dr. Donna Motilla, Professor of Management and Dean, School of Business

Dr. Anne Perkins, Professor, Associate Provost

Dr. Kip Redick, Assistant Professor of Philosophy and Religious Studies

Dr. Mark Reimer, Associate Professor of Music

Dr. Tracey Schwarze, Associate Professor of English

Dr. Carol Scovotti, Assistant Professor of Management and Marketing

Dr. Andrew Velkey III, Assistant Professor of Psychology

Dr. Lori Underwood, Assistant Professor of Philosophy and Religious Studies

Dr. Walter Wymer, Associate Professor of Management and Marketing

Administrative Assistance

Ms. Lorraine Hall, Assistant to the Dean of CLAS

Ms. Amy Boykin, Assistant Reference Librarian

Ms. Kathleen Byars, Office Services Aide, Office of the Dean of CLAS

III. Executive Summary

At the request of President Tribble, Provost Summerville charged Dean Gordon in the spring of 2001 with constituting a Task Force on Curriculum and Academic life. While dynamic changes had been taking place at CNU in both the enhanced academic profiles of in-coming students, as well as in the physical plant, the general education requirements were essentially those inherited from the College of William and Mary upon the foundation of our institution. CNU needed a liberal arts curriculum that would do justice to the goal of becoming one of the premier public liberal arts universities in the nation.

During the Fall of 2001, departments had submitted a series of Academic Culture reports outlining weaknesses perceived by the faculty in the current CNU curriculum and proposing a variety of suggested solutions. Those reports constituted the foundation for the work of the Task Force. During the spring and summer of 2002, Task Force subcommittees analyzed these departmental reports and also researched various curricular models from institutions across the country. During that academic year, the work of the Task Force was greatly aided by consultations with Prof. Carol Schneider, president of the AAC&U, who met with the CNU faculty as a whole, with the Task Force as a body, and with the subcommittees. Since Prof. Schneider has been both a faculty member and an administrator at the highest levels, her advice, both theoretical and practical, was invaluable to the Task Force. The work of the Task Force underwent a setback during the fall of 2002 due to the budget cuts and the resulting elimination of several programs at CNU. However, the Task Force persevered through this crisis, reconstituted itself into new subcommittees charged with coming up with specific proposals, and found renewed energy for its crucial task in the spring of 2003. Tireless hours of work and multiple meetings (frequently during the weekends) resulted in specific proposals, which were refined during the fall of 2003, not only by the Task Force, but also by faculty input at the departmental level and at a series of open meetings. These proposals have been approved by the Chairs of both the College of Liberal Arts and Sciences and the School of Business, have been recommended (with certain proposed modifications) by the Undergraduate Curriculum Committee, and are currently under consideration by the Faculty Senate.

CNU's proposed new curriculum rests on a statement of the Foundations of Liberal Learning, the goal of which is to enhance the intellectual experience of CNU students and to help those students become empowered self-directed learners prepared to embrace the wide and sweeping changes of the 21st century. To implement these goals, the Task Force is proposing the addition of an academic component to the student orientation process, a system of First-Year Seminars, and a dynamic and flexible set of core curriculum requirements. The First-Year Seminars, to be taken in the fall semester by every in-coming student, would be based around a common theme and would have certain common parameters of pedagogies (e.g. small group work, an oral component, intensive and varied writing assignments, etc.), but the content of each seminar would be determined by the individual faculty member teaching the course. Under this system, faculty members from across campus would help small groups of first-year students make

the adjustment to university-level work and begin the process of becoming independent thinkers and responsible learners. Faculty enthusiasm for these seminars is running very high. The essence the new curriculum itself consists of two parts: a core of required foundation courses and a series of Areas of Inquiry. The foundation courses seek to build basic competencies in writing, mathematics, and second language literary. The Areas of Inquiry are very broad will contain multiple courses from a variety of disciplines from which students will choose, thus providing both breadth of knowledge and flexibility. Students will work in areas of greatest interest to them and will be encouraged to make connections among the bodies of knowledge to which they are exposed. In addition to these specific curricular reforms, the Task Force is also submitting recommendations on integrating writing skills development throughout the four years of the CNU curriculum and on the enhancement of the overall academic life at CNU (e.g. fostering more opportunities for faculty/student interaction outside the classroom, creating for CNU students increased research and service opportunities, and creating conditions for faculty that will allow them to participate fully in this new and demanding curriculum).

There remain several areas of unfinished business for the Task Force, not the least of which is the timetable for its dissolution, upon which administration of the new curriculum would be turned over to the Liberal Learning Council. Additionally, debated must continue on the creation of a signature experience for the CNU curriculum. However, the specific proposals discussed above, designed to be implemented in the fall of 2006 will constitute a significant step in the "dynamic transformation" sought by President Tribble when he initiated this process of curriculum reform.

IV. The Task Force Mandate

The Task Force was created in January 2002 by President Paul Tribble and given its mandate by Provost Richard Summerville in February 2002. The Dean of the College of Liberal Arts and Sciences Douglas Gordon convoked the Task Force for its first full meeting on April 9, 2002, where President Tribble repeated the mandate of the Task Force to imagine a "dramatic transformation" of the educational experience at CNU. The Task Force also met on April 17, 2002 following the foundation laying ceremony for the Center for the Arts.

The changes at CNU in the last decade are undeniable: the campus has evolved rapidly into a four-year school of choice for Virginia students who seek a liberal arts education with the option of a dynamic on-campus experience. The physical plant of the University obviously bears the stamp of those changes, as the extensive building projects on campus testify to a redirection in the campus vision and its mission. CNU has become a vital center of student activity and will increasingly become a center of cultural activity, as new students take advantage of the facilities being constructed, and the University builds a cultural program to engage their minds and bodies outside the classroom.

The core elements of the CNU educational experience remain largely unaffected by these changes: professors remain committed to high quality pedagogy; students encounter a community of professionals both in the classroom and in all areas of the University's administration and student services divisions; and faculty and students together have found increasingly creative and productive ways to work to engage themselves in intellectual growth.

While there have been substantial changes in the physical layout of the campus and recent dramatic changes in the demography of the student body, the curriculum at CNU has remained largely unchanged during this period. If CNU is to pass through this period of tumultuous change with momentum, the faculty at CNU must take this opportunity to re-imagine the curriculum as an engine for the vital renewal of the campus intellectual experience, including the entire campus community, from faculty to students to administrative staff to the athletic department. Every aspect of a CNU student's campus experience should reflect the central values of the institution, not just the seat time during which students are engaged directly with faculty. If our transformation is to be successful, organs of the University that are not directly connected with the curriculum will need to re-orient themselves toward active support of the intellectual life of the campus.

The mandate for transforming the curriculum may have come from the President and the Provost, but the need has been evident for some time to faculty who regularly teach in the current general education program. Indeed, though our deliberations over the past year have unearthed considerable anxiety about the final outcome, they have also revealed a near-universal sense among the faculty, both on and off the Task Force, that reform of the curriculum is necessary. It is the shared belief of the Task Force that the current curriculum, while functional for its time and place, neither reflects the current goals of CNU nor offers the important opportunity for productive change necessary to renew the pedagogical purpose of our institution.

The Task Force on Curriculum and Academic Life is not primarily a deliberative body for proposing to the faculty specific curricular reforms for approval. Rather, we have been, and will continue to be, the locus of an active and vital debate about what the university can do: to take best advantage of its faculty talent; to support and encourage the most innovative and successful pedagogical strategies; and to encourage both faculty and student research that extends beyond the classroom. From that discussion have emerged a wide range of proposals, which share the common intent of realizing the goal of transforming the CNU curriculum into a dynamic, learning-centered vehicle for student growth and development across four years. Widespread awareness that the current curriculum no longer best serves our students or our faculty necessitates changes. Adoption of the proposed changes will best serve the university's future aspirations.

V. Narrative of Task Force Work, Fall 2002 to Spring 2004

The Task Force has met as a full deliberative body 20 times. Task Force subcommittees and work groups have meet nearly 100 times to develop the work of the Task Force.

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In the spring of 2002, the Task Force met twice to discuss the department academic culture reports, which had been collected from departments during the fall semester of 2001, and to analyze the strengths and weaknesses of the present curriculum. The purpose of those meetings was largely to begin working as a group to determine those elements of shared intellectual and pedagogical principle, which could then form the basis of further debate and exploration as the Task Force continued in its work. Over the summer of 2002, the Task Force divided into five research groups, each of which studied 5-8 different curricular models from universities nationwide. The research groups submitted reports at the first full Task Force meeting of the fall semester, identifying those aspects of innovative and experimental curricula that looked useful to consider further. The research groups also identified curricular initiatives that seemed less successful and/or less compatible with our student and faculty population. Reports from the research groups are available on the Task Force webpage. In the fall of 2002, the university became a member of the nation's learning organization support liberal learning, The Association of American Colleges and Universities.

At the end of the summer, Dean Gordon appointed Dr. Susan St. Onge and Dr. Ashby Kinch as faculty co-chairs of the Task Force. Drs. Gordon, St. Onge, and Kinch then divided the Task Force into five subcommittees, each headed by a chair and grouped according to the following areas of attention: 1) General Education/First- Year College (Chair: Quentin Kidd); 2) Liberal Learning Across the Curriculum (Chair: John Hardie); 3) Teaching, Research, and Scholarship (Chair: Bobby Bartels); 4) Faculty and Student Commitments (Chair: Tom Berry); and 5) University Governance and Academic Community (Co-Chairs: Ronnie Cohen and Cheryl Matthews). Throughout the fall, subcommittees met bi-weekly to discuss strengths and weaknesses in the current curriculum and academic culture and to generate ideas about how best to augment strengths and address weaknesses. Subcommittees posted interim reports on the Web CT component established for the Task Force.

Out of the General Education/First Year College committee came a document titled "Foundations of Liberal Learning at Christopher Newport University." This document was not intended to correlate with specific curricular changes. It was, rather, a statement of the general principles and goals on which the Task Force believed curricular change must be based. These goals were written specifically to focus attention on pedagogy and learning, especially the principle of active learning, the underlying pedagogical goal of all liberal education. The Task Force believed that the University needed to come to some clear consensus about what ideas should drive curricular change. Specific curricular proposals would thus flow from this document.

Dr. Carol Schneider, President of the AAC&U, visited our campus on Friday, October 3. She delivered a talk for the entire campus community in Gaines Theater on the state of curricular reform proposals, entitled, "Liberal Learning: The View from the American Association of Colleges & Universities." She then met with the Task Force for a question and answer session on general issues in curricular reform. She also met in a lunch meeting with members of the Task Force, President Tribble, and Provost Summerville.

Due to the tumultuous events of the fall relating to state wide budget cuts and the resulting university program closures the Task Force was impeded in its work by the commitments of faculty members to University committees and Senate deliberations on the budget crisis. In addition, the elimination of three departments resulted in the resignation of three Task Force members. Despite these setbacks, the subcommittees continued to meet and generate ideas, which were synthesized in a meeting in November.

In addition, in the fall of 2002, each University Department was assigned one or two Task Force members, who were asked to visit a department meeting to field questions and solicit feedback about changes in the curriculum. Fewer than half of these visits took place: some Department Chairs failed to respond to invitations, and in a couple of cases Task Force members were unable to meet at times compatible with the schedules of the departments to which they had been assigned. Those visits that did take place were enormously successful and played a direct and productive role in Task Force discussion, as they frequently identified problems, concerns, and even potential solutions to specific curricular problems. Reports from Department Visits are available on the Task Force webpage.

By this time, the intentional overlap in certain areas of responsibility had led to a need to re-organize the Task Force. We waited to re-organize, however, until the subcommittees, which had developed considerable rapport within themselves, had a chance each to speak with our consultant,

Ann Ferren, Senior Fellow of the Association of American Colleges and Universities who met with the Task Force as a whole for a morning session on Friday, January 9, 2003, and with each subcommittee for one hour. On Saturday, January 10, 2003 Dr. Ferren met with the whole Task Force for 3 hours in a seminar devoted to making curricular decisions. At the end of this meeting, Dr. Ferren charged individual Task Force members to generate their own model curricula, based on their experiences thus far and their understanding of the vision of the University.

The Task Force reconvened on January 25, 2003, to discuss these model curricula, a meeting which resulted in the creation of three proposal committees: 1) The First-Year Experience and the CNU "Signature"; 2) The Liberal Learning Core; and 3) Liberal Learning in Upper-Level Courses. These committees met weekly to create a set of proposals to distribute to the whole Task Force in two work sessions on February 7th and February 14th in preparation for Ann Ferren's visit on February 20th-22nd.

Ann Ferren's second visit to CNU allowed her to meet individually with each of the subcommittees, which had submitted to her proposals in advance of her visit so that she could come with feedback and suggestions. Dr. Ferren also met with the Honors Council, chaired by Dr. Jay Paul; the Ad Hoc Committee on Teaching Evaluation, chaired by Scott Pollard; the Office of Student Life; and the Provost. In an extended session on Academic Culture, she also met with 50+ people from across the University, representing every major campus constituency, including, among others, the Offices of Admissions, Campus Police, Financial Aid, Physical Plant, the Registrar, Student Life, and University Advancement.

The Task Force met on March 21, 2003 in a work session to refine the Foundations of Liberal Learning document and the First Year Experience proposal. Task Force Co-Chairs Drs. Susan St. Onge and Ashby Kinch presented information to the Faculty Senate on these two items on March 28, 2003. The Liberal Learning Core and Liberal Learning in Upper-Level Courses committees continued to work on their proposals. In late March, Dr. Ashby Kinch announced that he was leaving the university, and Dean Douglas Gordon appointed Dr. Quentin Kidd as co-chair to replace him.

On April 11, 2003 the Task Force met to hear remarks from Provost Richard Summerville on the work of the Task Force in its one year of existence. The Task Force then discussed a proposal from Dr. John Hardie from the Liberal Learning in Upper-Level Courses subcommittee and from Dr. Marcus Griffin from the First-Year Experience subcommittee. The Liberal Learning Core subcommittee continued its work into the summer, and submitted its proposal to the Task Force via Web CT in early June. Much of

the Task Force's work in the later part of the Spring semester took place over e-mail and via the Task Force WebCT page.

By early summer, three clear proposals had emerged. The first was *The Foundations of Liberal Learning* document, which was a statement of principles and goals on which the Task Force believed that curricular change must be based. The second was a proposal titled *The First Year Seminar*, which called for all first-year students to take a course during their first semester at CNU that would integrate students to CNU's inclusive social and intellectual community. The third was a proposal titled *The Liberal Learning Core*, which was a proposed core curriculum that would replace the current General Education Curriculum of the university.

In June 2003, Drs. Douglas Gordon, Bobbye Bartels, Quentin Kidd, Kelly Cartwright, and Noel Womack attended the 3rd annual Greater Expectations Institute in Denver, Colorado. The CNU Team was selected to attend as a result of a nation-wide competition. The Institute, sponsored by the Association of American Colleges and Universities, provided an opportunity for these Task Force members to talk with faculty from other institutions around the country about curricular reform, and to get feedback on the three proposals from nationally recognized experts on curricular reform. The five Task Force members spent several hours developing a plan for distributing the three proposals across campus and getting as much feedback from as many people as possible.

During the months of June, July, and early August 2003, faculty, staff and students were sent copies of the three proposals and asked to provide feedback on them. The Task Force met on August 18 to discuss the three proposals and to work through any changes that any members thought were needed. The Task Force heard a report from Dr. Thomas Berry from the Subcommittee on Faculty and Student Responsibilities. Co-chairs Drs. Kidd and St. Onge discussed the fall schedule. The Task Force agreed to hold 15-20 Open Meetings with faculty, staff, and students to discuss the three proposals.

The Task Force met on August 22, 2003 to develop the Core Curriculum proposal and the First Year Seminar proposal for distribution to the university prior to the Open Meetings. The Task Force met again on September 13 to continue its work developing the two proposals, going through each one line-by-line and discussing comments made by faculty staff and students during the summer. A formal vote was taken to submit each proposal to the university community for further comment during Open Meetings.

During the months of September, October, and November 2003, Task Force members participated in 22 Open Meetings with 63 members of the university faculty, staff and students. Task Force members present at the meetings recorded all comments and suggestions. At a working session on November 14, 2003, the Task Force worked through all comments received in the Open Meetings and formally voted to submit the *Foundations of Liberal Learning*, *First Year Seminar*, and *The Liberal Learning Core Curriculum* to the CLAS and SoB chairs for their approval and further submission to the University Curriculum Committee and Faculty Senate. At this meeting Dr. Noel Womack discussed assessment goals with the Task Force. The Task Force also heard a proposal from the History Department to include a history requirement in the Liberal Learning Core Curriculum. The Task Force voted unanimously not to include a stand-alone history requirement because including a requirement focused on content, rather than competencies ran counter to the philosophy of the Core Curriculum. Discussion centered on whether or not students would have the opportunity to take history in the proposed Core Curriculum, and it was widely believed among the members of the Task Force that students would have numerous opportunities to take history courses in many of the Areas of Inquiry.

At meetings in November and December 2003, the CLAS and SoB Chairs voted to approve the Task Force proposals and send them to the UCC. The Student Government Association also voted to endorse the proposals. The UCC conditionally approved the proposals and offered several additions and modifications at its February 17, 2004 meeting. The Faculty Senate took up the UCC's recommendations at its February 20 meeting and is expected to make final recommendations to the Provost at its March 19 meeting.

On March 4, 2003, the Task Force meet to hear two reports, one from Dr. Bob Colvin from the Academic Life Subcommittee and the other from Dr. Tracey Schwarze on a Writing Associates Program. The Task Force voted unanimously to endorse both proposals. Co-Chairs Drs. Quentin Kidd and Susan St. Onge discussed the outline of a final report due to the Provost on March 5.

VI. Summary of Academic Culture Reports

At the initiative of the College of Liberal Arts and Sciences Dean's Office, the process of curricular reform actually began with the campus-wide discussion of liberal learning entrusted to each department in the Fall 2001 semester. The products of that discussion, the Academic Culture Reports, were essential to the initial phase of Task Force deliberation. In one early meeting, we read and discussed the shared themes and ideas in those reports in an effort to determine what the common pedagogical and intellectual values are at CNU. Our intent has been to focus on building from the common ground that we as a university community share already. Below is a statement that attempts to summarize briefly those commonly shared themes of the Academic Culture Reports. It is followed by the analyses of the Reports written by Dr. Kelly Cartwright.

Statement of Common Values

We believe that the relationship between faculty and students is the heart of the intellectual experience at CNU. We seek to sustain a vibrant culture of learning in which students and faculty spur one another to excellence in personal and intellectual development. Though we span diverse academic disciplines, all our programs share common intellectual and educational values. Students will find faculty who: promote education as a means of attaining a quality of life beyond material success; recognize the importance of framing present experience within the traditions of the cultural past; value the impact of global culture on the life of the modern individual; approach technology critically and use it effectively in their teaching and research; emphasize thought process as well as product; develop a variety of modes of thinking (creative, communicative, and analytic); urge students to set for themselves high standards and expectations for intellectual growth and performance; encourage students to explore ideas beyond their chosen disciplines

Summary of Major Themes in Academic Culture Reports (Dr. Kelly Cartwright)

The following paragraphs describe eight themes that emerged from reading, analysis, and the discussion of the Task Force. Each theme represents a recurring issue that departments and individual faculty deemed an important aspect of a Liberal Arts curriculum. The themes include the following: Student Competencies, Treatment of First Year Students, Professional and Academic Life, Teaching, Involving Students in the Academic (and Greater) Community, Curriculum, Students' Cognitive Development, and Interdisciplinary Connections.

1. STUDENT COMPETENCIES

Many departments focused on the skills and competencies that a liberally educated student should exhibit, emphasizing that student skills and competencies were more important to a Liberal Arts curriculum than specific courses. In other words, the process of learning was more important than the content. Some examples of such competencies included flexibility; open-ended thinking; the ability to make choices based on ethics; critical thinking; analysis, integration and synthesis; written, oral and technological communication skills; the ability to articulate well-reasoned ideas; the ability to see coherence and commonalities in the major and in other disciplines. In essence, according to Provost Summerville, the liberal arts curriculum is the "engine that produces free minds." (Steams 2002, p. 44) writes that a curriculum "instills habits of mind" so that students can "appreciate a variety of issues," "think independently and critically," and "learn independently, outside as well as within their ultimate area of specialization."

2. TREATMENT OF FIRST YEAR STUDENTS

Many departments emphasized the need to provide special experiences for first year students, such as first year seminars to introduce them to the kinds of thinking that will be required throughout their academic careers. Additionally, some departments suggested that this process would be facilitated if the faculty know something about the students. Some suggestions to facilitate this process were to listen to the students, to have students write personal autobiographies, and to gather information and statistics on the first year class to distribute to faculty before the beginning of the academic year. Common academic experiences were also emphasized as important to shaping the academic lives of freshmen. For example, requiring a "reading list" for entering freshmen was suggested to provide a common ground for instructional purposes and to facilitate interdisciplinary connections. Having smaller class sizes for introductory courses would facilitate faculty-student interaction and face-to-face time with students; and engaging students in reading and writing, even at the introductory level, would begin to enhance these competencies at the beginning of the students' academic career.

3. PROFESSIONAL AND ACADEMIC LIFE

In order for faculty to provide the kind of environment necessary for students' intellectual growth, many departments emphasized the need for faculty to continue to develop intellectually as well. Active scholarship feeds and nourishes teaching. Thus, faculty should receive support for scholarship and professional development – both financial support and release time. Additionally, departments suggested several other ways to aid faculty professional development such as support for student research, paid office and teaching assistants; rewards for good teaching and scholarship; a reduced teaching load; funded conference travel.

4. TEACHING

Several departments viewed certain aspects of teaching as important to the liberal arts experience such as fostering rigor, establishing common goals in multiple section courses, maintaining small class size, ensuring face-to-face time with students, making connections across courses, and creating opportunities to share pedagogy and team teach courses. Interdependence and cooperation of faculty were deemed essential to the liberal arts educational experience.

5. INVOLVING STUDENTS IN THE ACADEMIC (AND GREATER) COMMUNITY

Several departments emphasized that liberally educated students should be involved in the life of the university outside the classroom. Several suggestions were made to accomplish this goal, such as establishing a university-wide undergraduate journal, providing undergraduate research opportunities and funding, engaging students outside classrooms in informal interactions like "brown bag lunch talks," and providing opportunities for service learning. Practicum experiences, internship experiences, and service-learning experiences (such as that offered by the United Campus Ministries Praxis program at CNU), especially when linked to the academic curriculum in tangible ways, may all serve to foster student involvement in the greater community.

6. CURRICULUM

Departments suggested several features that they believed to be essential to quality liberal arts curricula. For example, many suggested that "educational coherence" was essential and was not accomplished with the current "menu" system of general education courses that we offer. Others suggested that we must provide students practice with the essential skills and competencies that we wish them to learn and those opportunities for such practice should extend across courses. Some suggested that we offer "blocks" of courses that develop essential skills and competencies, rather than a "laundry list" or "menu" of courses. Moreover, it was suggested that we consider evaluating students on demonstrated competencies rather than on number of credit hours completed in a particular content area. Some departments argued that students should have more freedom in designing their own curriculum because such freedom will provide students a sense of ownership and intrinsic motivation for their academic work. The curriculum should provide both breadth and depth of knowledge. Some departments suggested taking a "top-down" approach in which students take courses in a particular topic (as an example of content in a discipline) before taking survey courses. The curriculum and its structure indicate to students what the faculty deems important. It reflects our goals. Essentially, the curriculum is the way that we will represent the world to students. Finally, the curriculum should not be

viewed as static. Instead, we should ensure that a mechanism is in place to review and revise the curriculum in the coming years.

7. STUDENTS' COGNITIVE DEVELOPMENT

Many departments emphasized the notion that a quality liberal arts education teaches students HOW to think (process) as opposed to WHAT to think (content). Although certain content area competencies are important, we must also emphasize the processes of learning and thinking. We are shaping minds. Thus, we must understand how students think and learn, and then structure the curriculum to support and foster such processes. One department (PCSE) suggested that Task Force efforts must be guided by what is known about how people learn and recommended we read a report by the National Research Council entitled "How People Learn: Brain, Mind, Experience, and School." Confrontational and experiential learning were also suggested as methods by which cognitive development can be fostered in students.

8. INTERDISCIPLINARY CONNECTIONS

Finally, in order to foster students' ability to see coherence across domains and to think flexibly, some departments urged that the new curriculum provide opportunities for collaborative and cooperative teaching, especially across different academic disciplines. Departments noted a "lack of transfer of knowledge" from one course to another within a discipline (as well as transfer across disciplines) as a problem commonly seen among students. Other suggestions to help alleviate this problem included team-taught courses, first year seminars, opportunities to share pedagogy, and presenting connections between domains within classes.

VII. Three major curriculum proposals

A. Foundations of Liberal Learning

Approved by TFC&AL November 14, 2003
(Grammatical edits January 2004)

Principles of Liberal Learning

The program of study at CNU invites students to participate in a rich, multi-faceted tradition of intellectual exploration grounded in the common principles of liberal learning. Our ultimate aim is to produce empowered, informed, and responsible learners, whose key intellectual and personal attributes are enumerated below. All coursework at CNU--whether in the Liberal Learning Core, in the major, or in the advanced program of integrated study--seeks to develop, reinforce, and advance student aptitude in these primary domains.

Goals of Liberal Learning

To be empowered intellectually and practically, CNU students should be able to:

- effectively communicate orally, visually, in writing
- demonstrate communicative competency in a second language
- solve problems using quantitative and qualitative tools
- interpret and evaluate information from a variety of sources
- understand and work with diverse groups
- transform knowledge and beliefs into action
- engage in the creative process and cultivate one's imaginative powers
- develop the habits of mind that are part of a lifelong pursuit of knowledge

To be aware of the world in which they exist, CNU students should seek to understand:

- the historical and philosophical traditions that have shaped the world
- the interrelations within and among global and cross-cultural communities
- the means of modeling the natural, social, and technical worlds
- the principles and histories of liberal democracies
- the depth of knowledge that allows one to make a significant contribution to society
- the variety of ways of using appropriate media to present knowledge gained from the synthesis of critical research and critical thinking.

To be responsible for the world in which they exist, CNU students should value:

- intellectual honesty, social justice, and the discernment of the ethical consequences of actions
- active participation as an ethical and engaged citizen of a diverse society
- an understanding of one's self [and] recognition of the complex identities of others, their histories, and their cultures
- their own physical and emotional well being

Practice of Liberal Learning

As Christopher Newport students work through the Foundations of Liberal Learning (FLL) curriculum, they will begin to develop their own intellectual identities by:

- Engaging in formal and informal learning communities that emphasize the active nature of learning
- Participating in courses that develop and emphasize a critical approach to learning, thinking and communicating
- Participating in courses and extra curricular activities that emphasize the interconnectedness of ideas and disciplines
- Engaging in courses and activities that foster their ability to develop their own identities as moral agents.

In their first year of study, students at CNU will involve themselves in a context of intellectual exchange in which open inquiry and ethically responsible engagement provide a powerful, interactive structure for student learning. Small, first-year seminars will allow students to engage personally with the important ideas that have shaped intellectual traditions. Composed of an interdisciplinary faculty with individually developed topics, the seminars will share common themes and ideas that facilitate discussion among students. Skills-based courses will allow students to develop the fundamental tools necessary for advanced engagement with ideas.

In their second year of study, the liberal learning program includes a writing seminar, coordinated by the Department of English, which may be taught out of individual departments. The seminar will address a major theme or problem in the intellectual tradition, requiring students to write and think critically as they develop a broader sense of the interconnectedness of knowledge in the liberal learning tradition.

In the major, CNU students will be expected to develop expertise and mastery over a specific intellectual domain through coursework, as well as

independent inquiry in the form of research projects, practice, and internships.

Finally, all CNU students will be expected to develop a depth of experience in one of the Areas of Inquiry. Students can meet this requirement by taking two additional courses in one of the areas of inquiry, at least one of which must be an advanced course.

B. The First Year Seminar

Approved by TFC&AL November 14, 2003
(Grammatical edits January 2004)

University Life, the First Year Seminar at Christopher Newport University, is the first opportunity for the university to put its liberal learning philosophy and mission statement into action. Therefore *University Life* continually strives to put into practice the CNU community's stated ideals and objectives. By doing so, our community takes in students from a variety of locations and backgrounds and introduces them to a new and inclusive social and intellectual community.

When the Task Force began its work, a consistent theme in discussions was the importance of addressing student preparation for college-level reading, thinking, and writing. The Departmental Academic Culture Reports from Fall 2001 continually reiterate departmental concerns that students were not adequately prepared and faculty pedagogy did not adequately address student transition from high school level work to college-level engagement.

The Task Force has widely agreed that substantial changes can be made to encourage a more productive transition for first-year students. This document outlines two proposals: 1) the creation of an Academic Orientation to emphasize that student transition to college is both a social and an intellectual transition; and 2) the implementation of a first-year seminar specifically addressing the needs outlined above.

1) Academic Orientation: Welcome Week

Students should be exposed to CNU's signature (currently under discussion) and mission and Liberal Learning philosophy from the first day they arrive on campus. To achieve this exposure and consistency of message, an expanded academic orientation will:

- Establish a common reading for the incoming class of students, chosen by the faculty committee overseeing the first-year seminar in consultation with the relevant campus organizations who will participate in both Registration and Orientation (Registrar, Academic Advising, Student Life). The reading should have the following qualities 1) that it intersects with the on-campus theme for the first year seminar 2) that it is selected with attention to the appropriate reading and thinking skills of incoming students: the reading should challenge, but not daunt 3) that it has the potential to be developed or expanded through further readings in the First-Year Seminar.

- Build into Welcome Week activities one or two days to provide possibilities for lectures, symposia, discussions;
- Establish Discussion Groups for Welcome Week to discuss the common reading. Ideally, these discussion groups would include all interested members of the CNU community.
- Establish a relevant culture series to begin during Welcome Week with a film, concert, play, or other public presentation.

2) University Life

We propose a first-year seminar called University Life taught by faculty from across campus. Capped at 20-25 students per class (ideally 15 as new resources enable), this core course would help students to develop an intentional approach to their learning, thinking and communication. The seminar would focus on cultivating students' attention to the expectations and culture of the academic community, as well as encouraging participation in the broader culture of the University.

The course would:

- recognize the qualitative difference between high school and CNU academic expectations;
- foster critical thinking and evaluative skills, expand research techniques and models (i.e., information literacy);
- develop depth of knowledge, understanding, and appreciation of a common theme;
- engage students in extra-curricular service or leadership activities that connect with the ideas and values discussed in the seminar; and
- encourage student participation in artistic, intellectual, and cultural events on campus

This plan would require roughly 48-60 sections per semester to meet an incoming class of 1200 students. The faculty would be encouraged to develop topics for freshmen related to their specific interests while at the same time focusing on the goals of the Foundations of Liberal Learning document and following a set of broad general guidelines for all first year seminars.

Resources Required

- A faculty committee responsible for developing the themes of the course, soliciting and reviewing course proposals, developing a resource bank of materials (electronic or hardcopy) related to the theme, and managing assessment.
- Development of a Resource Bank of materials--articles, websites, books, etc. that might be of use to classroom teachers and students. This might be housed in the Faculty Development Lounge

scheduled for construction in the new Library's Curricular Development Center (former Media Center).

- Course Load Adjustments and/or financial compensation for instructors teaching these seminars to provide them with adequate time to prepare the course, to meet with other professors teaching it, and to involve themselves with students outside of the formal classroom setting.
- Administrative assistance from the Office of Student Life and/or selected junior or senior students who can act as "teaching assistants" in coordinating any off-semester/second semester activities

Conclusion

While the dedication of faculty resources to this seminar would be substantial, the value is equally great: a focused, idea-centered transition for our students into our intellectual community.

The First-Year Seminar and expanded Academic Orientation would thus help to:

- 1) introduce students to the expectations and culture of the academic community;
- 2) integrate students into the university as a whole;
- 3) help students develop the skills of empowered, informed, and responsible learners; and
- 4) create strong connections with faculty members

The Task Force wishes to stress, however, that this course proposal alone will not achieve the general goals of liberal learning. This course must be coordinated with efforts throughout the Core Curriculum to emphasize the basic values iterated in the Foundations of Liberal Learning document. Indeed, as the Academic Orientation Proposal stresses, the ideal outcome of curriculum reform ought rightly to be a re-alignment of values across the campus so that students encounter positive re-enforcement of central principles in all of their educational experiences.

C. The Liberal Learning Core

Approved by TFC&AL November 14, 2003
(Grammatical edits January 2004)

Curriculum Overview

The Liberal Learning Core is intended to replace CNU's current General Education Curriculum and is in addition to major requirements designed by individual departments. There are three components to The Liberal Learning Core: **Liberal Learning Foundations** (15-16 credits), **Liberal Learning Areas of Inquiry** (22 credits), and **Liberal Learning Emphases** (6 total credits). The departments will specify the requirements for Bachelor of Arts and Bachelor of Science degrees, and these hours will not count against the 42-hour limit.

Total Liberal Learning Core Requirements = 43-44 credits.

The Liberal Learning Core articulates within its structure the principles of liberal learning that underpin it, emphasizing breadth and balance in the students' academic experience. It encourages our students to empower themselves intellectually and practically and to understand and be responsible citizens of the world in which they live. It also balances university requirements with student choice, allowing students to select from a variety of course offerings to complete the requirements and emphasizing connections among disciplines by grouping courses around common themes and areas of study. Descriptions of each component follow.

I. Liberal Learning Foundations (15-16 credits) are designed to introduce students to the expectations and habits of mind that are hallmarks of university life, as well as to ensure their ability to communicate effectively, solve problems, and interpret/evaluate information. These foundation requirements address the university life, communication literacy, mathematical literacy, and multicultural appreciation. Requirements include:

- University Life (*First Year Seminar*). (3 credits) Capped at 20-25 students, all of the approximately 48-60 sections would explore special topics be proposed by the faculty. The seminar would be dedicated to helping students to develop an intentional approach to their learning, thinking and communication. The course, taught by instructional and administrative faculty from across the campus, would focus on cultivating student attention to the expectations and culture of the academic community, as well as encouraging students to participate in the broader culture of the university.
- Written Communication Literacy (*Two writing courses*). Students will take the first course, taught by the English Department, during their first year. This course will introduce students to the conventions of academic writing, including assessment and use of sources, as well as the aims and practice of

argument. The second course, to be taken in the sophomore year, will be topic-driven. Students will be able to select from a variety of offerings—proposed topics include Obedience and Authority; Scandal and Society; Culture of Fear; Gender and the Media. The centerpiece of this course will be a research project culminating in a 10-12-page paper and a public presentation of this research. All departments may teach this second course.¹

- *Second Language Literacy (One foreign language course at the 200-level or higher).* Students having taken three years of foreign language in high school will take one course at the 200-level. Students having taken four or more years of foreign language in high school will take one course at the 300-level or above. Students with fewer than three years of foreign language in high school will need to take an appropriate 101-102 sequence in a foreign language in order to be able to satisfy the requirement of taking one course at the 200 level.
- *Mathematical Literacy (One 3 or 4 hour mathematics course).* Students must demonstrate mathematical competency in calculus, discrete structures, or statistics, or in a 200 level or higher mathematics course. Students may satisfy this requirement through AP/IB credit or by taking a mathematics course selected from a list provided by the Department of Mathematics. When choosing a mathematics course, students should consider any mathematics requirements in their major.

II. Liberal Learning Areas of Inquiry* (22 credits) offers students opportunities to explore important facets of their world—past, present, and future. Liberal Learning Areas of Inquiry employ various modes of knowing to help students understand the historical and philosophical traditions that have shaped the Western world; the interrelations within and among global and cross-cultural communities; the means of modeling the natural, social, and technical worlds; the patterns and institutions of modern societies; and the dynamics of the creative process. Departments would propose courses to be listed in each category that would speak to the common area of inquiry of that category, but no courses will be cross-listed in more than one area. The six Liberal Learning Areas of Inquiry are:

- *Western Traditions* (3 hours required). Courses in this cluster explore foundations of Western society in ways that may include the historical, philosophical and cultural perspectives. Students will study fundamental texts and examine the interplay of ideas and events driving the development of the modern cultures of the Western world.
- *Global and Multicultural Perspectives* (3 hours required). This area of inquiry probes the social and cultural differences between human societies with

¹ This recommendation was adopted from the March 27, 2003 report of the Dean's Ad Hoc Committee on the Writing Experience at CNU. See Section VIII-B of this report.

particular emphasis on the conflicts and creative resonances to which these differences can lead. Students will study perspectives and ways of thought different from their own and explore the implications that these different approaches have for cross-cultural interactions.

- *Investigating the Natural World* (7 hours required). Courses in this cluster examine the scientific approach to understanding the physical world and the necessary interaction of theory and experiment in validating this understanding. Students will study fundamental scientific theories and develop their own ability for data analysis and theoretical abstraction. Students will take two courses from this category plus one accompanying lab. Science courses may be taken in a sequence or from multiple disciplines.
- *Identity, Institutions, and Societies* (3 hours required). Courses in this category will expose students to the institutional structure of human society and the fluid role of the individual human within that society. Students will analyze concepts, patterns, and issues that affect the organization of societies, shape individual thought and social mores, and mold the relationship between individuals and society at large.
- *Creative Expressions* (3 hours required). This cluster of courses focuses on the human drive for creativity, self-expression and beauty in a wide range of forms and over a wide variety of cultures. Students will study and may produce works of creative imagination in order to develop their own abilities to think and respond analytically, intuitively, and imaginatively.
- *Informal and Formal Reasoning* (3 hours required). This category investigates the structure and methods of formal and informal reasoning strategies and/or quantitative analysis. Students will study the nature and applicability of structures found in such areas as mathematical inquiry, informal logic, formal logic, and the symbiosis between natural and artificial languages.

* Guidelines: No more than one course in the major (but not the minor) may also satisfy an AI requirement. No more than three courses across the AI may be taken from any single discipline to satisfy the AI requirements.

III. Liberal Learning Emphasis encourages students to develop a wider perspective by requiring students to take at least six additional hours in an Area of Inquiry, with at least three hours at the 300 level or higher. The purpose of the Liberal Learning Emphasis is to expand and integrate the core curriculum into the third and fourth years of study. Liberal Learning Emphasis can be multidisciplinary; courses can be taken from several disciplines or from a single discipline within a specific Area of Inquiry. Courses taken to satisfy the Liberal Learning Emphasis may not be in any discipline required by the major.

Summary:

The following tables offer graphic representations of the requirements and strategic flow of *The Liberal Learning Core*. Further, this view of the curriculum is designed to offer a structured look at how each one of the components serves the curriculum’s overall philosophy—how the components create “The Liberal Learning Core.”

Components of the Liberal Learning Core:

- Liberal Learning Foundations are designed to introduce students to the expectations and habits of mind that are hallmarks of university life;
 - Liberal Learning Areas of Inquiry allow students to explore important facets of themselves and their world—past, present, and future
 - Liberal Learning Emphasis encourages the student to develop a level of expertise in a field or area of inquiry beyond his/her major.
-

I. Foundational Areas

Fifteen to Sixteen (15-16) hours required at the 100-20 level designed to encourage:

- University Academic Life
- Communication Literacy
- Mathematical Literacy
- Multicultural Appreciation

Liberal Learning Foundations	Area	Flexibility	Class Breakdown	Total Credits
First Year Seminar	University Life ²	Requirement	3	3
Two Writing Courses	Communication Literacy University Acculturation ³	Requirement/Various Offerings	3+3	6
Foreign Language 200 Level or Higher	Multicultural Appreciation	Various Offerings	3	3
Mathematics	Mathematical Literacy ⁴	Various Offerings	3 (or) 4	3

² This course may be taught by all departments

³ Students will take the first course, taught by the English Department, during their first year. It will introduce students to the conventions of academic writing. The second course will be topic driven and taken during the sophomore year; its centerpiece will be a research project culminating in a 10-12-page paper and a public presentation of their research. All departments may teach the second writing course.

⁴ Choose from: Calculus (Math 135, Math 140), Discrete (Math 105, Math 145), Statistics (Math 125) or Math 200-level or higher.

II. Six Liberal Learning Areas of Inquiry

Twenty-two (22) hours required

- Western Traditions (3 hours)
- Global and Multicultural Perspectives (3 hours)
- The Natural World (7 hours)
- Identity, Institutions and Societies (3 hours)
- Creative Expressions (3 hours)
- Informal and Formal Reasoning (3 hours)

Liberal Learning Areas of Inquiry Courses	Area	Flexibility	Total Courses	Total Credits
One Course	Western Traditions	Various Offerings	3	3
One Course	Global and Multicultural Perspectives	Various Offerings	3	3
Two Courses Plus One Lab	Investigating the Natural World	Various Offerings	3+3+1	7
One Course	Identity, Institutions and Societies	Various Offerings	3	3
One Course	Creative Expression	Various Offerings	3	3
One Course	Informal and Formal Reasoning	Various Offerings	3	3

Summary

Liberal Learning Foundations	Areas	Flexibility	# of Classes	Credits
First Year Seminar	University Acculturation	Required	1	3
Two Writing Courses	Communication Literacy/ University Acculturation	Requirement/ Various Offerings	2	6
Foreign Language	Cultural Appreciation/ Communication Literacy	Various Offerings within MCLL Dept	1	3
Mathematics Course	Mathematical Literacy	Various Offerings within Math Dept	1	3 or 4
Liberal Learning Areas of Inquiry Courses	Area	Flexibility	# of Classes	Credits
One course	Western Traditions	Various Offerings	1	3
One course	Global and Multicultural Perspectives	Various Offerings	1	3
Two courses plus one lab	The Natural World	Various Offerings	2 plus a lab	7
One course	Identity, Institutions and Societies	Various Offerings	1	3
One course	Creative Expression	Various Offerings	1	3
One course	Informal & Formal Reasoning	Various Offerings	1	3
Liberal Learning Emphasis	Area	Flexibility	# of Courses	Credits
Six additional hours, at least one at 300-400 level	One Area of Inquiry	Various Offerings	2	6
Totals			14 plus a lab	43-44

Other Suggested Guidelines:

- The BA and BS degree requirements will be specified by the majors, although these hours will not count against the 42 hour rule
- Students will continue to take 2 WI courses
- Students will be required to take Capstone Course [in major or minor]

To encourage rigor and demonstrate the importance and commitment to the CNU educational philosophy of liberal learning, we recommend the following guidelines for graduation:

- At least 50 hours must be taken at the 300-400 level;
- At least 60 hours must be taken at CNU [This requirement might be waived for the exceptional transfer student]; and
- Student's last 60 hours must be taken at CNU [A standard exception can apply for study abroad]

HIGHLIGHTS OF CORE COURSES OVER FOUR YEARS

Semester 1

Common reading for incoming students [University Life]

Common theme for 1st year seminars [University Life]

Cultural engagement requirement [University Life]

Optional for semester 1 or 2

Math Course [Foundation]

Begin The Natural World [Area of Inquiry]

First Writing Course [Foundation]

1st Year Seminar [Foundation]

Semester 2

2 Courses at 100-200 level [Area of Inquiry]

The Natural World [Area of Inquiry]

Begin study in major

SECOND YEAR

4-5 Courses 100-200 level [Area of Inquiry]

Second Writing Course [Foundation]

Complete Lower Level requirements [Area of Inquiry]

Complete Natural World and Lab [Area of Inquiry]

Foreign Language [Foundation]

Study in major

YEARS THREE AND FOUR

Study in major

At Least 3 Courses at 300 Level or Higher

2 "WI" Courses

Major or Minor Capstone Course

Appendix A: Associations with Current CNU Curriculum

SAMPLE CLASSIFICATION of some existing classes:

The following chart shows three current classes per academic department placed in the Area of Inquiry framework. These classes are not meant to be a complete specification of a curriculum, but rather to demonstrate that many of our current classes can fit into this new framework without extensive revision. That said, there are a few things to keep in mind:

1. While many classes will probably fit well into more than one of the Areas of Inquiry, each department will need to specify one area for each class, regardless of the strength of the overlap. No single class can satisfy requirements in more than one area.
2. Some of the classes listed below are not currently in our general education curriculum. They are selected simply to show that there are classes from each department, which can fit into the new curriculum either with no changes or with a few changes to fit the Area of Inquiry.

For clarity, these classes are shown in two formats. The first is grouped by academic department, the second by Area of Inquiry.

Academic Department

<u>Department</u>	<u>Area of Inquiry</u>	<u>Class</u>	<u>Class Title</u>
ACCT	Informal and	ACCT 201	Principles of Accounting II
	Formal Reasoning		
ACCT	Informal and	ACCT 201	Principles of Accounting I
	Formal Reasoning		
ACCT	Informal and	ACCT 385	Survey of Taxation
	Formal Reasoning		
BIOL	Creative Impulse	BIOL 289	Nature Photography
BIOL	Natural World	BIOL 108	General Biology II
BIOL	Natural World	BIOL 215	Biological Evolution
COMM	Creative Impulse	COMM 350	Media Criticism
COMM	Global/Multicultural	COMM 340	Intercultural Communication
COMM	Identity/Societies	COMM 320	Mass Communication and Society
ECON	Informal and	ECON 201	Introduction to Macroeconomics
	Formal Reasoning		
ECON	Informal and	ECON 202	Introduction to Microeconomics
	Formal Reasoning		
ECON	Identity/Societies	ECON 353	Economic Development of Pacific Rim
ENGL	Creative Impulse	ENGL 203	Reading Literature
ENGL	Global/Multicultural	ENGL 206	Survey of World Literature
ENGL	Identity/Societies	ENGL 320	Studies in Women and Literature
FNAR	Creative Impulse	FNAR 241	Ceramics
FNAR	Creative Impulse	MUSC 109	Collegium Musicum

FNAR	Creative Impulse	THEA 230	Beginning Acting
GOVT	Global/Multicultural	GOVT 311	Comparative Politics
GOVT	Identity/Societies	GOVT 100	Introduction to Politics
GOVT	Western Traditions	GOVT 101	American Politics
HIST	Global/Multicultural	HIST 311	Modern Russian History
HIST	Western Traditions	HIST 201	History of American Civilization
HIST	Western Traditions	HIST 202	History of American Civilization
MATH	Informal and	MATH 240	Intermediate Calculus
	Formal Reasoning		
MATH	Informal and	MATH 310	Proofs and Discrete Mathematics
	Formal Reasoning		
MATH	Informal and	MATH 395	Elementary Topics
	Formal Reasoning		
MLAN	Creative Impulse	FREN 308	Conversation via Cinema
MLAN	Creative Impulse	GERM 308	Conversation via Cinema
MLAN	Creative Impulse	SPAN 308	Conversation via Cinema
PCSE	Natural World	PHYS 201	General Physics I
PCSE	Natural World	PHYS 295	Introduction to Astronomy
PCSE	Formal Reasoning	CPSC 231	Computers and Programming II
PHIL	Creative Impulse	PHIL 306	Search for Beauty
PHIL	Global/Multicultural	RSTD 360	Primal Religions
PHIL	Informal and	PHIL 320	Scientific Reasoning
	Formal Reasoning		
PSYC	Identity/Societies	PSYC 201	Principles of Psychology
PSYC	Identity/Societies	PSYC 304	Social Psychology
PSYC	Western Traditions	PSYC 306	History of Psychology
SOCL	Informal and	SOCL 391	Methods and Tools of Social Research
	Formal Reasoning		
SOCL	Identity/Societies	ANTH 203	Cultural Anthropology
SOCL	Western Traditions	SOCL 375	Social Class in Modern Society

Area of Inquiry

<u>Area of Inquiry</u>	<u>Department</u>	<u>Class</u>	<u>Class Title</u>
Creative Expression	BIOL	BIOL 289	Nature Photography
Creative Expression	COMM	COMM 350	Media Criticism
Creative Expression	ENGL	ENGL 203	Reading Literature
Creative Expression	FNAR	FNAR 241	Ceramics
Creative Expression	FNAR	MUSC 109	Collegium Musicum
Creative Expression	FNAR	THEA 230	Beginning Acting
Creative Expression	MLAN	FREN 308	Conversation via Cinema
Creative Expression	MLAN	GERM 308	Conversation via Cinema
Creative Expression	MLAN	SPAN 308	Conversation via Cinema
Creative Expression	PHIL	PHIL 306	Search for Beauty

Global/Multicultural	COMM	COMM 340	Intercultural Communication
Global/Multicultural	ENGL	ENGL 206	Survey of World Literature
Global/Multicultural	GOVT	GOVT 311	Comparative Politics
Global/Multicultural	HIST	HIST 311	Modern Russian History
Global/Multicultural	PHIL	RSTD 360	Primal Religions
Natural World	BIOL	BIOL 108	General Biology II
Natural World	BIOL	BIOL 215	Biological Evolution
Natural World	PCSE	PHYS 201	General Physics I
Natural World	PCSE	PHYS 295	Introduction to Astronomy
Informal & Formal Reasoning	ACCT	ACCT 201	Principles of Accounting I
Informal & Formal Reasoning	ACCT	ACCT 201	Principles of Accounting II
Informal & Formal Reasoning	ACCT	ACCT 385	Survey of Taxation
Informal & Formal Reasoning	ECON	ECON 201	Introduction to Macroeconomics
Informal & Formal Reasoning	ECON	ECON 202	Introduction to Microeconomics
Informal & Formal Reasoning	MATH	MATH 240	Intermediate Calculus
Informal & Formal Reasoning	MATH	MATH 310	Proofs and Discrete Mathematics
Informal & Formal Reasoning	MATH	MATH 395	Elementary Topics
Informal & Formal Reasoning	PCSE	CPSC 231	Computers and Programming II
Informal & Formal Reasoning	PHIL	PHIL 320	Scientific Reasoning
Informal & Formal Reasoning	SOCL	SOCL 391	Methods and Tools of Social Research
Identity/Societies	COMM	COMM 320	Mass Communication and Society
Identity/Societies	ECON	ECON 353	Economic Development of Pacific Rim
Identity/Societies	ENGL	ENGL 320	Studies in Women and Literature
Identity/Societies	GOVT	GOVT 100	Introduction to Politics
Identity/Societies	PSYC	PSYC 201	Principles of Psychology
Identity/Societies	PSYC	PSYC 304	Social Psychology
Identity/Societies	SOCL	ANTH 203	Cultural Anthropology
Western Traditions	GOVT	GOVT 101	American Politics
Western Traditions	HIST	HIST 201	History of American Civilization
Western Traditions	HIST	HIST 202	History of American Civilization
Western Traditions	PSYC	PSYC 306	History of Psychology
Western Traditions	SOCL	SOCL 375	Social Class in Modern Society

Appendix B: Associations with Current CNU Curriculum

Liberal Learning Emphasis: sets of existing classes by Area of Inquiry

This section presents two sets of related classes (3 per set) for each Area of Inquiry. The sets are representative but not intended to act as templates for additional proposals. They were chosen from departments at random and indicate no particular endorsement on the part of the committee.

It is important to note that these lists are intentionally incomplete. They are offered strictly as examples. A wide variety of upper-level classes could be chosen to fit these Liberal Learning Areas of Inquiry.

The first set of example classes are chosen in a single department for each area of inquiry. The second set of examples were specifically selected to cross disciplines and (wherever possible) departments.

Whenever possible, sets of classes with no prerequisites were selected.

Class sets selected from a single discipline

1 Western Traditions

- HIST 201 American Civilization I
- HIST 202 American Civilization II
- HIST 330 The American Presidency

2 Global and Multicultural Perspectives

- RSTD 211G Introduction to World Religions I
- RSTD 320 The Vision of Hinduism
- RSTD 360 The Vision of Buddhism

3 The Natural World

- PHYS 201 General Physics I
- PHYS 202 General Physics II
- PHYS 351 Modern Physics

4 Identity, Institutions, and Societies

- ANTH 203G Cultural Anthropology
- ANTH 361 Culture and Human Population
- ANTH 377 Women, Gender and Culture

5 The Creative Impulse

- FNAR 201 Survey of World Art I
- FNAR 202 Survey of World Art II
- FNAR 371 Modern Art

6 Formal Reasoning

- MATH 240 Intermediate Calculus
- MATH 260 Linear Algebra
- MATH 345 Number Theory

Class sets selected to cross disciplines

1. Western Traditions

- HIST 201 American Civilization
- GOVT 357 Theories of Democracy
- SOCL 375 Social Class in Modern Society

2. Global and Multicultural Perspectives

- MLAN 308 Cross Cultural Awareness
- ANTH 361 Culture and Human Population
- HIST 365 History of Islam

(or)

- ANTH 203: Cultural Anthropology
- COMM 340: Intercultural Communications
- ENGL 425: Cultural studies in World Literature

3. The Natural World

- BIOL 215 Biological Evolution
- BIOL 307 Cell Biology
- PSYC 404 Physiological Psychology

4. Identity, Institutions and Societies

- GOVT 327 International Law
- BIOL 306 Environmental Conservation
- PHIL 376 Environmental Ethics

5. Creative Expression

- MUSC 109 Collegium Musicum
- ENGL 351 Fiction Writing
- THEA 344 Dance Styles for the Musical Theater

(or)

- FNAR 218 Basic Design
- PHIL 306 Search for Beauty
- THEA 361W Broadway-Hollywood

6. Informal & Formal Reasoning

- ECON 201 Introduction to Macroeconomics
- PHIL 320 Scientific Reasoning
- SOCL 391 Methods and Tools of Social Research

(or)

- CPSC 231 Computers and Programming II
- MATH 310 Proofs and Discrete Mathematics
- ACCT 385 Survey of Taxation

Appendix C: Example Degree Progress Sheets Under New Curriculum

DEGREE PROGRESS SHEET: Literature Concentration (English) 200x-200x General Requirements—Collage Core Curriculum

(Reminder: your Catalog is the official statement of requirements and policies.)

Student's name: _____ SSN/Student ID: _____

Telephone: _____ Semester and Year Classified: _____

Advisor: _____

REQUIREMENT

COURSE/SEMESTER COMPLETED

Foundation Courses—15-16 hours.

First-Year Seminar (3 hours) _____

Writing Courses (6 hours) _____

Foreign Language Course (3 hours at 200-level or above) _____

Mathematics Course (3-4 hours) chosen from:

Calculus (Math 135, Math 140),

Discrete (Math 105, Math 145),

Statistics (Math 125) or Math 200-level or higher _____

Areas of Inquiry--22 hours. (Only 1 of these may also be counted toward the major)

Western Traditions (3 hours) _____

Global and Multicultural Perspectives (3 hours) _____

The Natural World (7 hours) _____

Identity, Institutions, and Societies (3 hours) _____

Creative Expressions (3 hours) _____

Informal and Formal Reasoning (3 hours) _____

Liberal Learning Emphasis—6 hours. (2 more courses in any Area of Inquiry. These must be in a discipline outside the major. At least one course must be at the 300-level or above).

Area: _____

Department Requirements—42 hours. (No course can appear more than once in this section. 2 WI courses are required for graduation).

ENGL 208 _____

ENGL 308W _____

ENGL 321, 322, 325, 425 [World Lit] _____

ENGL 341, 342, 413 [Am Lit] _____

ENGL 343, 410, 412 [Am Lit] _____

ENGL 370, 372 [Brit Lit] _____

ENGL 374, 376, 414 [Brit Lit] _____

ENGL 320, 339W, 395, 415 _____

ENGL 421, 423 [Major Author] _____

ENGL 490W [Capstone] _____

Three 300- or 400-level ENGL electives _____

BA Degree Requirements – 6 hours in humanities. (does not count against the 42 hours in the major) _____

- Electives: 30 credits (approximately)
- All English majors must earn a "C-" or better in major classes.
- The English Department requires graduating seniors to turn in a writing portfolio (a selection of graded essays from 200-, 300- and 400-level classes, including 490) to the English Department the semester that they graduate.

Degree Program Sheet: BA in Political Science

Student Name: _____	Student ID#: _____	Phone #: _____	E-mail: _____
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Collage Core Curriculum *	Semester Completed	Number of Hours	Political Science major courses **	Semester Completed	Number of Hours	Elective courses	Semester Completed	Number of Hours
Foundation (15-16 hours) First-Year Seminar (3 hours) Writing Courses (6 hours) Foreign Language (3 hours – 200 level or above) Mathematics (3-4 hours – Math 125 recommended)			<i>Foundation Courses</i> (Take all five) GOVT 100 (Intro. to Politics) GOVT 101 (American) GOVT 215 (Intro. to CP & IR) GOVT 352 (Research Methods) GOVT 490 (Senior Seminar)					
Areas of Inquiry (22 hours) Western Traditions (3 hours) Global and Multicultural Perspectives (3 hours) The Natural World (6 hours & 1 lab) Identity, Institutions, and Societies (3 hours) Creative Expression (3 hours) Informal and Formal Reasoning (3 hours)			<i>Within-major Electives</i> (Take 27 GOVT hours in consultation with academic advisor, with at least 24 hours at the 300-400 level.) GOVT _____ GOVT _____ GOVT _____ GOVT _____ GOVT _____ GOVT _____ GOVT _____ GOVT _____ GOVT _____					
Liberal Learning Emphasis (6 hours) Area: Class #1 Class #2								
BA Degree Requirements (6 hours) Two additional humanities: Class #1 Class #2								
Total Collage Core =			Total Major =			Total Elective =		
						Total Degree =		
<small>* See catalog for details related to Collage Core Curriculum requirements</small>								

Degree Program Sheet: BS in Biology

Student Name: _____ **Student ID#** _____
Phone# _____ **E-mail:** _____

Collage Core Curriculum*

Foundation (15-16 hours)

First Year Seminar (3 hours)
Writing Course (6 hours)
Foreign Language (3 hours- 200 level or above)
Mathematics (3 hours, MATH 125)

Areas of Inquiry (22 hours)

Western Traditions (3 hours)
Global and Multicultural Perspectives (3 hours)
The Natural World (7 hours; CHEM 122/121Lab - 122/122Lab)
Identity, Institutions, and Societies (3 hours)
Creative Expressions (3 hours)
Informal and Formal Reasoning (3 hours: BIOL 300?)

Liberal Learning Emphasis (6 hours)

Area:

Class #1

Class #2

Total Collage Core = 43 hours

* see catalog for details related to Collage Core Curriculum requirements

Biology major courses

BIOL 107-108-109 (General Biology I, II, and Lab)
BIOL 300W (General Biology III for majors, writing intensive, informal and formal reasoning)
BIOL 313 (Genetics)
BIOL 307/307L (Cell Biology and Lab) OR Biology 414/414L (Biochemistry and Lab)
BIOL 491W (Biology Seminar, writing intensive)
A botany course (four 300-level options)
A zoology course (eight 300 and 400-level options)
BIOL electives (14 additional BIOL credits: at least 11 credits at 300-level or higher)

Required courses not in major

CHEM 121/121Lab and 122/122Lab (General Chemistry I, II, and 2 associated Labs)
CHEM 321/321Lab and 322/322Lab (Organic Chemistry I, II, and 2 associated Labs)
MATH 125 (Statistics)
MATH 130 (Elementary Functions and Analytic Geometry) or higher
PHYS 103/103Lab and 104/104Lab OR 201/201Lab and 202/202Lab

VIII. Reports Prepared or Endorsed by the Task Force

A. Report on Academic Life at CNU

February 18, 2004

Curriculum

The Task Force on Curriculum and Academic Life began its work in 2002 by focusing on the curriculum. President Tribble charged the Task Force with crafting a curriculum of the 21st Century worthy of CNU's outstanding students, faculty, and environs. This vision is to dramatically transform CNU into a premier public liberal arts and sciences institution.

The new curriculum must engage students and faculty in a way that puts student learning first, empowers outstanding teaching, promote liberal learning, provides access to faculty and to opportunities for learning beyond the classroom, and fosters the capacity for leadership in making a positive difference in society. The curriculum is to serve as a foundation for both students and faculty to enable them to lead lives of enhanced significance. Consistent with its charge, the task force submitted a proposal for a new liberal learning curriculum.

The exciting and challenging new curriculum will require increased faculty resources. The task force recommends four goals to support the new curriculum and CNU's core principles: (1) support outstanding teaching in the classroom, (2) support outstanding teaching outside the classroom, (3) improve recruitment, development, and retention of talented faculty scholars, and (4) increase opportunities for faculty interaction with students. The task force believes that adopting a maximum 3-3 teaching load for faculty is one essential investment of resources to achieve the vision of CNU becoming a premier public liberal arts and sciences university. This and other recommendations are discussed below.

Academic Life

Students must be enabled to cultivate lives that reflect the mind, spirit, and values one associates with liberal learning. Liberally educated students should develop intellectual power, mental discipline, and understanding of cultures and society. Liberally educated persons should have good communication skills, respect for others, self-discipline, self-confidence,

moral convictions, and strong reasoning ability. Academic life, in tandem with the curriculum, should serve to produce distinctive graduates and engaged citizens who exemplify these qualities. Beyond these outcomes, it is important that CNU students and graduates, with good reason, cherish and value their time at CNU. The academic life must be conducive to stimulating scholarship and the personal fulfillment essential to such an educational experience.

The relationship between faculty and students is the heart of the intellectual experience and the new curriculum at CNU. The curriculum demands a vibrant culture of learning in which students and faculty spur one another to the higher goal of maximizing personal and intellectual development. At CNU, the diverse academic disciplines unite in common intellectual and educational values. In support of this goal,

CNU faculty will:

- promote education as a means of attaining a quality of life beyond material success;
- recognize the importance of framing present experience within the traditions of the cultural past, and understand the dynamic, changing nature of knowledge
- value the impact of global culture on the life of the modern individual;
- approach technology critically and use it effectively in their teaching and research;
- emphasize thought process as well as product;
- stress creative, communicative, and analytic modes of thinking;
- urge students to set for themselves high standards and expectations for intellectual growth and performance;
- encourage students to explore ideas beyond their chosen disciplines.

Faculty members have responsibilities in the learning exchange. They are expected to be active in research, scholarship and creative activity and to be challenged as learners themselves. Faculty members must be critical consumers of contributions to their field and be engaged in the discovery of new understanding. Because the collective knowledge base of nearly any subject is dynamic, faculty scholarship and creative activity is necessary to bring the most current knowledge to the classroom and to colleagues.

University faculty members must explore the most effective ways of helping students experience the subject matter being taught and help students in their quest to understand the information. Faculty members must establish and consistently enforce norms and expectations for civil decorum and

meaningful academic exchange. Faculty members must communicate clear expectations and maintain high standards of learning for students, and evaluate student performance fairly. Solid effort and good performance must be nurtured, recognized, and rewarded. By maintaining high standards of learning and a culture conducive to academic inquiry, faculty members protect the integrity of the degrees awarded by CNU.

Yet, the core responsibility for learning doesn't reside with faculty members alone. The university experience shifts considerable responsibility, accountability, and consequences to the learner. Students are primarily responsible for their education and growth. University-level learning requires student commitment to scholarship. University-level learning will involve hard work, inconvenience, and frustration; it also is an invaluable investment. Receiving a degree from CNU is an important goal, but the journey is what makes the destination worth reaching. In support of the learning experience, CNU students will:

- Engage in formal and informal learning communities that emphasize the active nature of learning
- Participate in courses that develop and emphasize a critical approach to learning, thinking and communicating
- Participate in courses and extra curricular and co-curricular activities that emphasize the interconnectedness of ideas and disciplines
- Engage in courses and activities that foster their ability to develop their own identities as moral agents.

Of course, the university administration will also play a vital role in the successful implementation of this curriculum. To support the new curriculum, university administrators will:

- Recognize that released time from teaching is time spent in support of teaching, scholarship, and collaborative activity that directly or indirectly enriches the classroom experience
- Provide adequate faculty lines to meet the teaching demands of the new curriculum
- Provide adequate resources for the implementation of the new curriculum, including a maximum 3-3 teaching load, as detailed in this document

Recommendations for Academic Life to Support the Curriculum

1. Support Outstanding Teaching in the Classroom.

CNU is valued and recognized for its small class sizes and for its history of committed and talented teachers. Outstanding teaching is a core value that evokes universal support at CNU; students seek it, faculty members want to be known for it, and administrators insist on it. Moreover, the new curriculum, new technologies, and the highest-achieving students in the history of the institution compel continuing improvements to pedagogy. As our world becomes increasingly complex and the knowledge base of disciplines expands exponentially, the faculty must stay current in their fields and bring cutting-edge ideas and advancements to the classroom.

The new curriculum will require increased rigor to challenge the students, new courses to fill the core areas of inquiry, courses that are interdisciplinary, and pedagogy that uses the best academic technology available. Additional faculty time is needed for writing-intensive courses, second-year writing courses, first-year seminar courses, and capstone experiences.

Consider an attorney presenting her argument to the jury; the presentation reflects only a fraction of the work involved in the case. High quality performance on a court case demands adequate research and preparation, drafting, client interaction, and follow-up. The presentation of the professor in the classroom, equally, reflects a fraction of the total time involved. High quality teaching results from adequate research, writing, preparation, planning, student interaction, and evaluation of student work.

For CNU to become a premier liberal arts and sciences institution, faculty must have the time to ensure that outstanding presentation reflects outstanding preparation. It is essential that sufficient time be available to professors to assign and evaluate sufficiently rigorous learning activities appropriate to the content of the course.

- Resources must be made available to provide for investment of faculty time and energy into the scholarship of teaching, to include updating courses and creating new courses. CNU's current 4-4 teaching load creates a time deficit with regard to meeting these responsibilities. The allocation of additional resources should maintain small class size, facilitate a sufficient number of class offerings for students, and enable a maximum 3-3 teaching load for faculty. This will enable faculty to contribute to the new activities required to enact the new curriculum, specifically academic orientation, first-year seminars, area of inquiry courses and innovative capstone experiences, and more writing-intensive courses and sophomore writing courses.

- Departments are encouraged to streamline departmental curricula such that the number of preparations for each professor is limited to two. A work load comprised of three and sometimes four distinct course preparations for a professor in a semester is inefficient and detracts from the depth of attention that is given to each course.
- Endorse creation of a Center for Teaching and Learning. The center would provide pedagogical resources, technical assistance to faculty, and well-maintained technology in the classroom. Such a center is planned in conjunction with the Library expansion.
- Classrooms should be equipped with electronic equipment, such as Smartboards, that allows integration of file and Internet resources in composing presentations. As professors and students more frequently use power point, Internet, and other computer applications to make presentations, this functionality should be resident in each classroom. The days of finding, reserving, and carrying laptop computers and projectors to classrooms every day should come to an end.
- Support should be provided for the creation [delete phrase] of a Writing Associates program to enable faculty across the curriculum to participate more fully in writing initiative programs such as the Sophomore Writing Seminar; to encourage campus-wide discussion of teaching and writing; and to encourage peer mentoring. A similar program might be developed in support of the University Life, the freshman seminar.

2. Support Scholarly Interaction Outside the Classroom

A premier liberal arts and sciences university must embody a community in which faculty and students in various disciplines come together to share in research, scholarship, and creative activities. Faculty collaborating among disciplines will strengthen the realization of a community of scholars. Students actively collaborating with faculty in the quest for new knowledge and achievement represent the most powerful teaching our university can offer. This requires increased student-faculty interaction and learning beyond the classroom.

- Resources must be made available to provide for investment of faculty time and energy in additional research, scholarship, and creative activity with particular attention to projects that provide opportunities for collaboration with and mentoring of students. The

allocation of these resources should provide a maximum 3-3 teaching load for faculty.

- Adopt a model of flexible class scheduling. The task force rejected a proposal for all classes to meet twice a week for 75 minutes. Instead, we propose that class scheduling be driven by pedagogical needs, rather than pedagogy be constrained by a rigid class schedule. For example, some classes, such as introductory foreign language, are best taught 3 times a week for shorter blocks. Other seminar classes may benefit from a weekly 3 hour meeting, and still others may be best served by a combination of a long class (1.5 hours) one day, and a shorter discussion period (1 hour) several days later. Once classroom space issues are alleviated by the renovation of the Student Center, the task force recommends that a committee be convened to consider proposals for a new class schedule. Such a schedule could be designed to maximize opportunities during the week for scholarship
- Fostering mentoring activities among faculty and students must be made a priority

3. Improve Recruitment, Development, and Retention of Faculty Scholars

Professors' careers comprise many different accomplishments according to discipline. They want to bring academic depth to the classroom. Yet beyond teaching, academics desire to be respected as scholars among colleagues within their fields of expertise. Whether a musician, artist, chemist, accountant, biologist, or psychologist, professors elect to serve in the academy, in great part, to satisfy their passion for scholarly or artistic achievement. Whether writing, painting, performing, capturing species, or exploring the stars, professors seek to actualize their advanced graduate education through activities that will advance their fields and their contributions to their fields. This is at the heart of the decision to forgo higher-paying careers in other sectors in favor of achieving significance in academic fields.

For CNU to become a premier liberal arts and sciences university, it must attract, develop, and retain talented faculty scholars. While CNU draws its students mostly from the mid-Atlantic region, it competes nationally and internationally for faculty. Scholars who bring outstanding depth to the classroom, who are known for contributions to their respective field, and who will have the passion to ignite scholarship in students will be attracted to institutions where a balance of professional activity is valued and enabled.

This balance is among the elements of teaching, professional development, and service.

CNU's 4-4 teaching load is not likely to be attractive to top candidates when compared to institutions that offer a 3-3 or 3-2 teaching load with concomitant encouragement of and opportunities for professional development.

Having a weekly schedule based on a three-course work load provides professors with time to (a) work on collaborative efforts with students and colleagues at the university; (b) build scholarly momentum throughout the year (rather cramming scholarship into summer months); (c) seek externally funded scholarship opportunities, and (d) inquire, investigate, reflect and grow.

An important functionality of a professor's scholarship is the reputation-enhancing effect accruing to the university. Indeed, CNU's goals of being a premier public liberal arts and sciences university will be impaired without faculty being actively engaged in professional development.

- Resources must be made available to provide for investment of faculty time and energy into professional development. A maximum 3-3 teaching load is important to attract, develop, and retain the type of faculty our students deserve.
- Provide the opportunity for semester sabbaticals for junior faculty members to accelerate their research agendas.
- Provide increased support for finding external funding and increase internal funding for professional development.

4. Increase Opportunity for Interaction with Students

In addition to serving on the host of standing and ad-hoc committees that are required for the functioning of the university, professors serve on hiring committees and work on projects, plans, evaluations, and reports.

Professors counsel students on curriculum choices, career decisions, and a variety of issues related to student success at the University and beyond. As CNU becomes more residential and welcomes more traditional students, the need for informal faculty-student interaction increases. The students are typically 18-21 years of age and are particularly benefited by faculty mentoring and guidance. Nearly 3,000 students will live on CNU's campus; it will be their home and their community. The opportunity for faculty-

student interaction on-campus within this community of scholarship is a vital component of the new curriculum. Beyond informal interactions, faculty will be needed to facilitate student service opportunities and academic orientation programs.

Thomas Jefferson envisioned and created a university setting where many faculty members were fully engaged in this learning community. At CNU, opportunities for faculty to engage students in non-classroom settings must be increased. For one example, the number of student governance, fraternal, social, political, sports, and scholastic organizations are increasing on CNU's campus. These organizations require faculty advisors who can commit time and energy to providing guidance and support to students. The faculty advisor to the Student Government Association typically might invest up to four hours weekly during each semester in working with the organization. With a 4-4 teaching load, that time must be diverted from professional development and from teaching preparation. It is not a good trade-off.

- Resources must be made available to provide for investment of faculty time and energy into service opportunities. A maximum 3-3 teaching load is important to facilitate this goal.
- A committee of students and faculty should articulate the specific norms and values that will constitute the unique academic culture of CNU. This articulation would expand and improve upon the list provided at the beginning of this report.

Summary

President Tribble's challenge was to create a 21st Century academic curriculum and culture that would be bold and foster "lives of significance" for students and faculty. The task force has published bold curricular proposals consistent with the president's challenge. The new curriculum will advance the core principles of CNU with regard to student learning being the first priority, outstanding teaching, liberal learning, access and opportunity, and leadership in community and Commonwealth. These principles are prominently displayed in every building on the campus.

Adjusting the faculty teaching load from a maximum of 4-4 to a maximum of 3-3, funding a Center for Teaching and Learning, increasing professional development opportunities, and providing cutting-edge technology in all classrooms will invigorate teaching, scholarship, creative activity, and collaboration consistent with the vision of CNU as a premier liberal arts and sciences institution.

This preliminary report presents the recommendations of the Task Force concerning academic life that are specifically tied to supporting the new curriculum. There are other important elements of the academic life for students, faculty, and staff that are not included in this preliminary report. Additional work needs to be completed with regard to student life and activities. The Task Force will ask that its work be continued for a brief period in order to conduct this effort.

B. Ad-Hoc Committee on the Writing Experience at CNU

Prepared by: Profs. Tracey Schwarze and John Nichols, Chairs
Profs. Brian Bradie, Eric Duskin, Jeff Gibbons, Joan McMahon

Our committee offers the attached report to the College Dean, the Task Force on Curriculum and Academic Life, and the Provost for their consideration. Our charge was to recommend a design for the substructure of writing and writing pedagogies across the curriculum at Christopher Newport University. Our recommendations are designed to ensure students are exposed to a cohesive, four-year program of writing at this university. Because writing well is inseparable from thinking well and because revision is the “space” in which writers learn about both disciplinary content and writing, pedagogically we suggest in every facet of this plan that students be offered feedback about their writing as well as the chance to revise it, both on its surface and in its substance.

Major recommendations include:

- **Shifting the present two-semester writing course in the first year** (ENGL 101-102) to offer two, one-semester Writing Seminars, one in the first year and one in the second. The second course will be topic-based while maintaining its writing focus, and will involve an extended research project.
- **Adding writing components to selected General Education/Core courses** in order to assist students in developing and transporting their writing abilities both across the curriculum and into their upper division Writing Intensive courses.
- **Clarifying the definition and role of Writing Intensive courses** in order to emphasize that in WI courses, discussions of writing or the writing process itself become part of the course content. By treating writing as a recursive process—that is, one involving drafting, feedback, and substantive revision—these courses encourage students to deepen both their writing and their thinking in the context of course assignments. Where possible, WI courses might be linked to Capstone courses.
- **Specifying that Capstone courses may or may not be Writing Intensive** since a capstone project could serve its purpose without being a written project at all. The pedagogy for the capstone course, though, should be similar to that of the Writing Intensive course—that is, the Capstone at heart is recursive: it should give students an opportunity to reflect upon, rework, extend, and deepen their earlier work.

- **Requesting resources required to support this program that include**
 - Forming a University Writing Program Committee (composed of a Writing Program Coordinator, a First Year Writing Director, a Second Year Writing Director, the Writing Center Director, and a Writing Intensive Director).
 - Establishing a Writing Associates Program to augment present Writing Center services by creating a department-based, peer consulting service to provide students with discipline-specific feedback.
 - Creating a database of Writing Program Resources.

Thank you for the opportunity to work on this important project, and to shape the future of writing at Christopher Newport University. Please contact us if you have any questions.

Final Report: March 26, 2003

I. Background.

In February 2003, this committee was asked by Dean Douglas Gordon, Chair of the Task Force on Curriculum and Academic Life, to recommend a design for the substructure of writing and writing pedagogies across the curriculum at Christopher Newport University. These proposals are to be fed directly into the new sub-committees of the Curriculum Task Force (First Year Experience and CNU 'Signature'; Liberal Learning Core; Liberal Learning in the Upper Levels). The committee addressed five specific areas of the Writing Experience at CNU:

- First and Second Year Writing Seminars (Section IV)
- Core Course "scaffolding" (what writing might look like inside core, or general education, courses that wish to advance writing literacy) (Section V)
- Writing Intensive Courses (Section VI)
- Capstone Courses (Section VII)
- Resources for faculty support/development in the teaching of writing at CNU (Section VIII)

II. Overview/Philosophy Statement of the Writing Program at CNU.

Writing—as a form of knowledge production, as a skill, and as an ability—is vital to the liberal arts learning experience at Christopher Newport University. Students participate in this learning by not only reading closely the works of other writers, but by becoming writers themselves. As writers, students contribute to the ongoing mission of a liberal arts education, or the production of a mind insatiable for knowledge, flexible in action, and

rigorous in detail. They perform the tasks of self-expression, analysis, reflection, research, and sustained inquiry. They also engage the ethics of writing – the writer’s responsibilities to audience, to disciplinary fields, and to social communities. As writers, students realize their potential to apply their learning for the improvement of mind and society.

Every year at CNU, students should advance their literacy in writing – their abilities to construct sound arguments, work with multiple resources, and develop an effective prose style with regard to their intended reading communities. In order to provide a cohesive education in writing, the design of the CNU Writing Program should feature the following components:

- In the first and second years: First and Second Year Writing Seminars, and writing “scaffolding” inside the General Education/Core Curriculum.
- In the third and fourth years: Writing Intensive courses at the 300 and 400 levels.

Specifically, first and second year writing courses focus students on acquiring the writing habits and strategies necessary for the university. First and second year writing courses also initiate students into nascent writing research projects. Third and fourth year writing courses build upon this foundation by directing students’ writing skills toward the demands of specific disciplines and vocations. These final courses offer students the opportunity to extend and improve their writing literacy within their specialized disciplines. Collectively, these courses are based on the idea that writing well is inseparable from thinking well, and that revision is the “space” in which writers learn about both disciplinary content and writing. Combined with writing opportunities in general education/core courses, these four yearly writing courses invite students to delve into the intellectual labors and responsibilities of writing.

III. Terms.

The committee defined the followed types of writing that students might be asked to do inside these courses. These terms should be defined for students in their First and Second year Writing Seminars, and the distinctions should be re-enforced in the general education/core writing experience.

In **Formal Writing**, content (conceptual sophistication, sufficiency of development, complexity of thought regarding subject matter), organization (structure) and style (clarity, flow, and correctness) are all significant concerns. Examples of formal writing include final drafts of out-of-class essays and research papers. Formal writing is usually

graded, and evaluation criteria should be given to students when the assignment is made.

In **Semi-formal Writing**, content and organization are significant concerns; style is less important, although a basic level of clarity should be maintained. Examples of semi-formal writing may include essay exams, mid-level essay drafts, and structured response-type assignments (WebCT posts to discussion boards, journal entries, response papers) for which the professor specifies a particular structure or content. In these types of assignments, students might be asked to write for varied audiences and varied purposes; e.g., a “café-conversation” between two philosophers, historians, or literary figures, or a letter to a new student explaining a course concept and its application to a text. Semi-formal and informal writings are frequently evaluated on a credit-no credit basis, or they are evaluated using a single criterion, which should be communicated to students when the assignment is made.

In **Informal Writing**, content is the significant concern; organization and style are less important, although a basic level of clarity should be maintained. Examples of informal writing include exploratory drafts, freewriting, or unstructured response-type assignments (discussion board posts, journal entries, response papers, 1- or 5-minute in-class writings, 2-minute discussion summaries at the end of class). As in semi-formal writing, students might be asked to write for varied audiences and varied purposes; e.g., a “café-conversation” between two philosophers, historians, or literary figures, or a letter to a new student explaining a course concept and its application to a text. Semi-formal and informal writing is frequently evaluated on a credit-no credit basis, or is evaluated using a single criterion, which should be communicated to students when the assignment is made.

IV. First and Second Year Writing Seminars.

In their first and second years at CNU, students will participate in two writing seminars designed to help them make the transition from high school writing to college writing, develop the conventions of academic learning, and prepare for more specialized writing in particular disciplines and upper-division Writing Intensive courses.

Rationale for Changing the Current First Year Writing Course.

Currently, the university features a two-semester, first-year writing course. Although this course devotes rigorous attention to writing in the first year, it opens the possibility that attention to writing would be

put off until students' junior and senior years, when they are attempting to develop a disciplinary specialization. Consequently, the committee recommends developing a second year writing course that would help ensure more continuity in writing instruction. To account for the shift of one semester of a writing-focused class to the second year, the committee encourages the presence of writing in a variety of general education/core courses, in addition to a first year writing course strongly focused on issues of writing.

Designs for Writing Seminars. The First Year Writing Seminar will focus intently on strategies of writing crucial to a liberal arts education. In this course, students will work toward becoming analytical thinkers, developing a critical voice, engaging multiple sources, fostering research skills, and reflecting on their work to improve both its content and clarity of style.

The Second Year Writing Seminar will continue these strategies around particular course themes, encouraging students to develop their own research agendas in relation to those themes. This course will involve a deeper level of working with sources (locating, identifying, integrating credible sources) and writing a longer research-oriented paper, preparing students for the discipline-specific Writing Intensive courses they will take in their final two years of college.

Writing and Research Opportunities. In both courses, students need multiple assignments that build and accrue, which give them time to reflect and improve both their thinking and writing. Anywhere from 10 to 20 opportunities to write (a combination of informal, semi-formal, and formal) during each course would be appropriate. Students should also be introduced to the concepts of informal, semi-formal, and formal writing. In addition, cooperation/ coordination with the library staff is essential in this sequence; students should be offered the opportunity to attend a library tour/research orientation session, either during or outside class time.

Feedback and Revision. Revision is the "space" in which writers learn, both about content and about writing. Therefore, in addition to having multiple opportunities to write, students should also receive and have the chance to incorporate feedback into future drafts or pieces of their writing. Both seminars, therefore, would provide students with continuous written and oral feedback (such as comments on papers or student-teacher conferences) on ways to enhance their writing, permitting

students to see how their work may be improved, as well as to see how their writing is a developmental process of redaction and refinement. In addition to feedback from their professors, students should have the opportunity in these seminars to give and receive feedback from their peers; such opportunities help students develop strategies for critical reading of their own and others' work and become responsible readers, writers, and editors.

Writing as Content. Though the First and Second Year Seminars would emphasize themes and topics, both writing seminars would focus primarily on issues in writing. This attention to writing permits students to investigate intensively the kinds and methods of writing important for upper division courses in writing. Such courses also provide a specialized space to discuss writing; that is, subject matter in these courses will be shared between disciplinary content of the topic at hand (e.g., the Ethics of War) and writing content/issues (e.g., strategies for developing and structuring ideas, revising and rethinking, achieving clarity, etc.).

Assessment. First and Second Year Writing Seminars should develop assessment procedures to help their teachers keep track of their students' writing abilities. Currently the first year writing courses rely upon entry diagnostic writings and common finals to help assess students' progress. This system can still be developed and adapted for First and Second Year Writing Seminars.

Departmental Participation in First and Second Year Writing Seminars. Currently, the English Department holds the responsibility for the first year, two semester writing courses (ENGL 101-102). The committee believes the English Department should retain the responsibility for the First Year Writing Seminar. To help diversify students' writing experiences, the committee also believes that departments in addition to English should consider their participation in teaching the Second Year Writing Seminar and in incorporating the use of writing in other General Education/Core courses (see Section V).

V. General Education/Core Course "Scaffolding."

If students are to become proficient writers, they need to be asked to write early and often in their academic careers, and be given these opportunities outside the framework of their First and Second Year Writing Seminars (currently ENGL 101-102).

Reasons for Writing in General Education/Core Courses:

- Lower division “core” courses in various subject areas that include a writing component might assist students in developing and transporting their writing abilities both across the curriculum and into their upper division Writing Intensive courses.
- Writing can be used in these courses to help students to engage course material and to think critically about it.
- Writing expectations in these courses can be structured to help our students learn to take responsibility for their own writing—that is, these courses can reinforce the need for effective revision and editing.
- These courses should continue the research training begun in the first and second year writing seminars (currently ENGL 101-102), by providing students with opportunities to practice using library resources, finding credible, scholarly sources, integrating these sources into their writing, and documenting them.

Types of Writing. Writing opportunities in these courses can be “formal,” “semi-formal,” or “informal.” These terms should be defined for students in their first and second year writing seminars, and the distinctions should be re-enforced in the core writing experience.

Opportunities to Write. Students in these courses should be offered multiple opportunities to write. Specifically, they should be afforded at least five writing opportunities in any combination of the above types, but at least one of these opportunities should be formal. Professors should be free to decide which types of writing best suit the needs of their course and their students. A professor might choose, for instance, to satisfy the five opportunities by having students complete four informal or semi-formal pieces of writing as part of the development of the formal assignment. Not all writing opportunities need to be connected to each other, but students need to receive feedback on their writing, and professors are encouraged to allow students to revise their writing using this feedback.

Feedback and Revision. As in the First and Second Year Writing Seminars, revision is the “space” in which writers learn, both about content and about writing. Therefore, in addition to having multiple opportunities to write, students should also receive and have the

chance to incorporate feedback into future drafts or pieces of their writing. Both professorial and peer responses are valuable to student writers; a combination of the two is encouraged. Peer responses help students learn to be careful, critical readers and editors of their own and one another's work, a goal of our writing curriculum, but peer responses should not be viewed as a substitute for the professor's response to student writing.

- Peer responses might occur at the idea/development stage of writing (students respond to each other's content, answering questions for one another such as, "Where should the writing go further?" "What else needs to be said here for a reader to fully understand this point?"), or later, at the editing stage (students help each other identify and fix unclear sentences or passages, making adjustments to style, punctuation, or grammar).
- Professorial responses to student writing should be directed toward content as well as structure and style issues, and they may be given verbally or in writing.

Grading. Getting students to take semi-formal or informal assignments seriously is an important issue. Professors are free to assign any level of credit they think appropriate to these assignments in order to get students' attention. Similarly, professors should assign the credit they think is appropriate to revision; for instance, "deep revision" (that is, changes to the content, development, and structure of ideas that enhance the writing's complexity and sophistication) might be afforded more weight than "surface revision" (changes that simply correct surface errors in grammar and punctuation).

VI. Writing Intensive (WI) Courses.

In Writing Intensive courses, discussions of writing or the writing process itself becomes part of the course content. By treating writing as a recursive process—that is, one involving drafting, feedback, and substantive revision—these courses encourage students to deepen both their writing and their thinking in the context of course assignments.

Reasons why Writing Intensive Courses are an important part of this curriculum:

- Exposure works. Early writing experiences are the foundation upon which students can strengthen their writing skills. WI courses, then, provide opportunities to *polish*, rather than *learn*, writing.

- First and second year writing courses set the bar for WI classes by giving students the skills and tools needed to succeed in their WI classes, and should therefore not be viewed as substitutes for WI classes. We as a faculty are responsible for making sure that the first and second year courses are connected to the WI courses.
- The focus of the first and second year writing seminars is writing. WI courses combine a focus on writing with a focus on discipline-specific content, meeting a need that may not be met elsewhere in a student's plan of study.
- "Use it or lose it." First/second year writing seminars and writing in core courses front-load writing in a student's plan of study. WI courses provide the means by which we assure that students continue to write throughout their time at CNU.
- Like garlic in cooking, there is no such thing as too much writing.

Clarification of the requirements for WI certification (per the "Certification of Writing Intensive Courses and Faculty" document found at <http://www.cnu.edu/admin/provost/forms.html>):

- "12 pages of formal graded writing, preferably over at least 3 assignments" (p. 3).

The committee feels it is possible to meet this requirement by assigning a number of shorter papers OR by assigning three elements of a single larger paper. In fact, we feel there are many advantages to the reiterative process of writing multiple drafts of one large paper versus writing a number of freestanding papers that lack any connection. One benefit of multiple short assignments is that they allow for a variety of formal, semi-formal, and informal writing to occur. Each of these types of writing can be part of a single outcome paper.

- "Built into the writing-intensive course are opportunities for students to receive constructive criticism from the instructor and to apply these suggestions to their future writing" (p. 4).

We believe this kind of feedback can be given throughout the semester on drafts of a larger paper. We reiterate the importance of feedback throughout the writing process. Whereas the WI requirements specify that students should receive "written feedback" from their instructors,

we believe that professor/student writing conferences can meet the WI requirement for feedback if they are required of all students.

- Taking one workshop that covers all of the required topics (see p. 2), such as that presented on this campus by Chris Anson, fulfills the requirement for faculty certification.

VII. Capstone Courses. Capstone courses can be appropriate, valuable experiences for students in all disciplines, providing them with an opportunity to reflect upon, rework, extend, and deepen their earlier work.

Capstones and Writing.

The role and amount of writing in a Capstone would vary from discipline to discipline.

Therefore, Capstone courses may or may not be writing intensive; where appropriate, departments should consider certifying them as such, but the significant writing component or discussion of writing essential to WI courses, may not be appropriate for all disciplines considering a capstone course.

In fact, a Capstone project could serve its purpose without being a written project at all; in some departments, such as theater, it likely would not be a written project. But the pedagogy for the capstone course should be similar to that of the Writing Intensive course—that is, the Capstone at heart is recursive: it should give students an opportunity to expand on work or knowledge derived from an earlier course.

Linking Capstone to WI Courses. For Capstone courses in which a writing component is appropriate, departments might consider linking their capstone courses to WI courses, using the WI course to introduce students to the research, writing, and theoretical models essential to success in the Capstone. History, for instance, is planning to create a WI course that would introduce students to the conventions of historiography in preparation for their senior seminar; and Music has created a WI bibliography course that prepares students for the 3-credit Falk Seminar. Such linking might minimize the “free-floating” aspects of WI courses, making them possible prerequisites for the Capstone might make WI courses more useful, rather than burdensome, to students and departments.

Transportability of Papers into the Capstone. The committee understands plagiarism concerns that may arise when students use a paper written for one course in a later course. However, we feel that students benefit from being allowed the opportunity to polish and expand (rework/extend/deepen/thicken) upon earlier work. Therefore, in classes where the Capstone project involves a writing component, we suggest that students be allowed to transport a paper from another class into the Capstone in order to reap these benefits. Without the opportunity to improve in this fashion, writing an individual paper becomes a task to check off a list, rather than a springboard for scholarly pursuit. Scholars frequently write multiple versions of a paper that they then present at a variety of conferences, and we feel that this might be a model for paper transport/expansion.

Public presentation of Capstone Research. The opportunity to present their Capstone research publicly—to the class, the department, or the CNU community—would help instill in students a sense that their work is important.

Possibility of substituting a (non-WI) Capstone for one WI course. The committee weighed the possibility of recommending that CNU keep the current requirement of two WI courses with the option of allowing a student to substitute a Capstone course for one of the WI courses. We were divided on the wisdom of this idea, however; concerns included whether the rest of these recommendations (such as writing in the core) would be implemented, appearing to take (or actually taking) a step backward in terms of the amount of writing we are now requiring of students, and throwing the curricular process into chaos, as many departments have just finished developing and instituting their WI courses.

VIII. Resources for Faculty Development and Support.

Writing Program Administration.

- **The University Writing Program Committee.** A University Writing Program Committee should be formed. This committee will consist of five members: a Writing Program Coordinator, a First Year Writing Director, a Second Year Writing Director, a Writing Center Director and a Writing Intensive Director.

Eligibility. To be eligible for membership on this committee, a person must have taught at least two semesters within the Writing Program during the two most recent academic years. The First Year Writing Director and the Writing Center Director should be members of the

English Department, but the remaining members of the committee can be selected from any academic department on campus.

Length of Term and Term Limitations.

- Members shall serve on the committee for a term of two years.
- No member may serve more than two consecutive two-year terms on the committee.
- New members should be named at least one semester in advance of the beginning of their term so as to allow for a smooth transition from one administration to the next.
- Membership terms should be staggered so that no more than three members of the committee are replaced in any academic year.
- The Writing Program Coordinator should have served as a member of the committee

Compensation ("The Carrot"). Each member of the committee will be granted one course release per semester.

Duties.

- **Writing Program Coordinator:** coordinates the activities of the four components of the Writing Program and maintains the Writing Program Resource Database (see below). The Writing Program Coordinator is also responsible for assessment of the entire Writing Program.
- **First Year Writing Director:** works with instructors and faculty on reading and writing sequences; conducts observations of classrooms; helps in the selection of texts and the implementation of a common final or common assessment; arranges workshops, brown bag discussions, and speakers around issues of argumentation; helps devise, administer, and evaluate assessment of the first-year writing program.
- **Second Year Writing Director:** works with faculty and instructors on theme-based, topic-based courses; arranges workshops and brown bag discussions on strategies for teaching toward research around courses' themes and topics; helps devise, administer, and evaluate assessment of the second-year writing program.
- **Writing Center Director:** recruits, trains, and coordinates Writing Center staff members, coordinates recruitment and training of departmental Writing Associates and maintains an email database of them (see below), develops, directs, and schedules programs such as writing workshops, coordinates publicity, maintains faculty liaison, oversees equipment upgrades and maintenance, administers budget and payroll, and monitors quality of service.

- **Writing Intensive Director:** works with university faculty on incorporating writing into their classes, emphasizing strategies of revision and clarity of prose style; organizes writing workshops and brown bags to discuss strategies for teaching writing in Writing Intensive courses and core courses; coordinates the certification of Writing Intensive courses.

Resources needed to implement Writing Program.

- **The Writing Associates Program.** A Writing Associates program would augment the present Writing Center services by creating a peer consulting service whose objective is to provide discipline-specific feedback targeted to help students improve their writing skills. Presently, 70 percent of the Writing Center's clients are primarily students taking first year writing courses or upper division English courses; offering discipline-specific service through this program should not dramatically decrease the Writing Center's business, and, if Associates are housed inside departments themselves, more students might actually take advantage of the service.

Through the department chairs and the instructors of the Second Year Writing Seminar, the Writing Center Director will solicit the names of strong student writers in each discipline. These writers will then be offered the opportunity to serve as Writing Associates.

Eligibility. To be eligible to serve as a Writing Associate, a student must have completed the Second Year Writing Seminar with at least a B grade, and must be recommended either by a Department Chair or writing instructor. Writing Associates must also attend a training seminar organized by the Writing Center Director. Potential Writing Associates may be identified earlier than the Second Year Writing Seminar, but the seminar must be completed before a student can begin her or his tenure as a Writing Associate.

Compensation ("The Carrot"). Writing Associates will receive a stipend of \$500/semester for maintaining 6 office hours per week. Course credit may also be offered, based on the model of the ENGL 339L/X.

- **Database of Writing Program Resources.** The Writing Program Coordinator should maintain a database (be it electronic or hardcopy, preferably electronic for greater access) of writing-related materials. These resources would be available to faculty who are developing courses, students who wish to improve their writing skills and Writing

Associates who are searching for tools to help others improve their writing skills.

The database should contain samples of, among other things,

- Student papers (demonstrating both good writing and bad writing)
 - Grading rubrics
 - Writing and reading assignment questions
 - Comments made on student papers
 - Course syllabi
 - Schemes for incorporating peer feedback
- **Library support.** The Writing Program will need the support of the library primarily in the form of, but not necessarily limited to, programs introducing faculty and students to the library's research-related resources. Programs should be available on an individual, group or class basis.

Certification and Ongoing Training of Writing Intensive Instructors.

- The certification process might be augmented, at instructors' requests, to include workshops designed to develop specific skill sets (e.g., the use of active versus passive voice).
- Re-certification is not presently required for Writing Intensive instructors. However, these instructors should be provided with regular opportunities to participate in an ongoing conversation about the teaching of writing. In these forums, instructors might update and enhance their skills, share effective assignments and responding techniques, and offer to one another timesaving strategies. Writing Intensive instructors should participate in these forums at least once yearly.
- **Training for Instructors in the Core.** Instructors of core courses that contain a strong writing component will be encouraged to obtain writing-intensive certification. These instructors will, of course, have access to all of the workshops developed for writing-intensive instructors.

IX. Selected Bibliography

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C. Writing Associates Program Proposal

Dr. Tracey Schwarze, Writing Center Director

Purpose: to involve CNU students in peer mentoring and learning projects; to enable faculty across the curriculum to participate more fully in writing initiative programs such as the Sophomore Writing Seminar; to encourage campus-wide discussion of teaching and writing

Initial Funding Request: \$8,000 to pay a \$400/semester stipend to 20 Writing Associates (10 per semester).

Description: Modeled after programs at Brown, Swarthmore, Brigham Young, and University of Richmond, a CNU Writing Associates program will assign trained undergraduates to specific courses with substantive writing components. The goal of these Writing Associates is to provide students in those courses and the professors teaching them with a resource dedicated to the continued development and enhancement of writing as a tool for demonstrating thinking and learning. Writing Associates, students, and professors all benefit from this collaborative effort, which will serve to enhance both teaching and learning on the CNU campus.

Writing Associate Responsibilities: (approx. 50 hours/semester devoted to a single course)

- Complete ENGL 339, Teaching in the Writing Center, with a grade of B or better OR receive a strong faculty endorsement
- Complete an application package including a letter of application and a writing sample
- Attend 8-10 hours of training in responding to student texts and in consulting strategies
- Confer with the course instructor about writing assignment criteria and expectations
- Read two sets of complete drafts of formal writing assignments and respond to these in writing within one week (Writing Associates receive drafts two weeks before papers are due)
- Hold two conferences (10-15 minutes each) with students about their papers

Participating Faculty Responsibilities:

- Agree to structure the course so that it provides at least two writing assignments of substantial length and complexity, across a time period sufficient for student Writing Associate response, and student revision (approximately 4 weeks/assignment)

- Attend an orientation session to discuss effective ways of interacting with Writing Associates, as well as an assessment session
- Confer with the Writing Associate about writing assignment criteria and expectations
- Schedule essay assignments to provide a two-week window for Writing Associates to review papers and give students a chance to revise them.
- Communicate to students that papers handed in to Writing Associates should be complete and their very best work, and make participation mandatory, not optional (that is, make clear you won't accept papers that have not been read by Writing Associates and subsequently revised). Work with Writing Associates to devise a policy to ensure that students turn in their best work to Associates.
- Understand that Writing Associates generally will accept the content of student papers as accurate; their focus will be on helping students to present their content in an effective manner—that is, they will help students attend to matters of organization, development, focus, and surface errors.
- Understand that Writing Associates are not teaching assistants—they cannot lead discussion sections, hold classes in your absence, or assist with grading.
- Encourage students to visit the Writing Center for additional help

Student Responsibilities:

- Hand in a complete draft—your best possible work—to the Writing Associate two weeks before the paper is due
- Meet with your Writing Associate twice during the term
- Visit the Writing Center for additional assistance

University Responsibilities:

- Limit class size for Writing Associates to a maximum of 25 students (15 is optimal)
- Fund stipends
- Provide time for faculty administration of program and training of Writing Associates

Administration:

- Interested faculty members will request an Associate and agree to meet Participating Faculty Responsibilities set forth above, and assignments of Writing Associates will be made on an as-available basis. Priorities for assigning Writing Associates may include
- Sophomore writing seminars (especially courses taught outside the English department) with assignments compatible with the program
- Writing Intensive courses with assignments compatible with the program
- Sophomore writing seminars and Writing Intensive courses in departments who have recruited Writing Associate participants

The program director will train Writing Associates, meet with participating faculty members in orientation and evaluative sessions, and make course assignments. Where possible, Associates will be assigned to courses in their own disciplines. For example, a psychology major that is a Writing Associate ideally will be assigned a psychology course. Departments should recommend promising students (especially majors) to the program; this might be one way of guaranteeing Writing Associates to their department.

Funding projections: If this program is successful, it could become expensive. It is a promising candidate for something that could be gifted and named. If we reach a point where we have 25-40 of these per term (Brown has 80; Richmond has 60 Associates serving 25 faculty/year), the cost would be \$20,000-32,000/year. An alternative to stipend funding is to award one hour of service learning credit (if we have such a component in the new curriculum), making it repeatable up to 3 or 6 times.

IX. Unfinished Business of the Task Force

At its last full meeting on February 13, 2004, the Task Force discussed its original mandate and how much of that mandate had been fulfilled. The mandate called for the Task Force to look comprehensively at both the curricular and academic life of the university. The Task Force has accomplished much on the curricular side of the mandate, as this report attests to; however, the Task Force feels that much work is left before the academic life side of the mandate is fulfilled. The Task Force thus recommends to the Provost one or a combination of three actions regarding the unfinished business of the Task Force:

1) The Task Force continues to operate with a new deadline to fulfill the academic life portion of the mandate;

2) A new faculty committee is formed to take up that portion of the Task Force mandate that remains;

3) Academic life issues are passed off to the Faculty Council on Liberal Learning.

Specific academic life questions remaining on the Task Force agenda include:

- Academic Orientation – what role does the academic side of the house play in the summer orientation program?
- Signature Program – Do the curriculum proposals in their totality serve as a CNU “signature” or is a distinct signature program needed?
- Community Service – What role should community service play in the university generally and in the lives of our faculty and students specifically?
- Faculty-Student Collaboration – How can we best facilitate greater faculty-student collaboration outside of the classroom?

Should the Provost decide to keep a faculty committee charged with fulfilling this mandate, the Task Force feels strongly that a certain portion of its membership should be rotated off and new members added. The Task Force feels confident that the university community has not only accepted the proposed curricular changes, but has actually embraced them. Thus, a certain amount of “fresh” perspective on the committee is likely more of a net plus than a risk at this point.

X. Appendices

A. Budget Implications of Task Force Proposals

SOME ESTIMATED COSTS ASSOCIATED WITH CURRICULUM CHANGE TASK FORCE ON CURRICULUM & ACADEMIC LIFE

	FOR YEAR 04-05	FOR YEAR 05-06	FOR YEAR 06-07	FOR YEAR 07-08	TOTALS
Transfer task force budget to faculty core curriculum development First Year Seminar	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$80,000.00
CD Development and distribution The Academic Life (if developed in house)	\$ 2,850.00	\$ 2,850.00	\$ 2,850.00	\$ 2,850.00	\$11,400.00
Writing Associates Stipends (20 Associates @ \$200 stipend/semester)	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$32,000.00
Academic (adjunct) Dean (See Job Description) (Summer @ 8/34's of \$50,000.00)	\$10,800.00 \$ 8,823.00	\$10,800.00 \$ 8,823.00	\$ 7,200.00 \$ 8,823.00	\$ 7,200.00 \$ 8,823.00	\$36,000.00 \$35,292.00
Dean's Office Administrative Faculty Fellow	\$ 1,800.00	\$ 1,800.00	\$ 1,800.00	\$ 1,800.00	<u>\$ 7,200.00</u>
TOTAL					\$201,892.00

B. Projected Course Enrollment: New Curriculum

Year 1 of Implementation

Freshmen - 1st Class

Courses	Fall		Spring	
	Seats	Sections	Seats	Sections
Freshman Seminar (25)	1200	45	0	0
English I (22)	600	28	600	28
Math (25)	600	24	600	24
Language (20)	300	15	300	15
AI 1 (30)	570	19	680	23
AI 2 (30)	570	19	680	23
AI 3 A (30)	600	20	600	20
AI 3 B (30)	0	0	680	23
AI 4 (30)	570	19	680	23
AI 5 (30)	570	19	680	23
AI 6 (30)	570	19	680	23
AI X (30)	0	0	0	0
Totals	6150	227	6180	225

Sophomores - 1st Class

	Fall		Spring	
	Seats	Sections	Seats	Sections
0 Freshman Seminar	0	0	0	0
28 English II	600	28	600	28
24 Math	0	0	0	0
15 Language	300	15	300	15
23 AI 1	90	3	60	2
23 AI 2	90	3	60	2
20 AI 3 A	90	3	60	2
23 AI 3 B	60	2	90	3
23 AI 4	60	2	90	3
23 AI 5	90	3	90	3
23 AI 6	90	3	60	2
0 AI X	360	12	360	12
Totals	1830	74	1770	72

Year 2 of Implementation

AI1 Western Trad.
 AI2 Global & Multicult
 AI3 Natural World
 AI4 Id, Instit, & Societies
 AI5 Creative Impulse
 AI6 Inf. & Formal Reas.
 AIX Combo of AI1 - AI6

Freshmen - 2nd Class

	Fall		Spring	
	Seats	Sections	Seats	Sections
Freshman Seminar (25)	1200	45	0	0
English I (22)	600	28	600	28
Math (25)	600	24	600	24
Language (20)	300	15	300	15
AI 1 (30)	570	19	680	23
AI 2 (30)	570	19	680	23
AI 3 A (30)	600	20	600	20
AI 3 B (30)	0	0	680	23
AI 4 (30)	570	19	680	23
AI 5 (30)	570	19	680	23
AI 6 (30)	570	19	680	23
AI X (30)	0	0	0	0
Totals for 2nd Year Freshmen	6150	227	6180	225
Totals for 2nd Year Freshmen and Sophomores	7980	301	7950	297

* Example of Combination of Courses One New Student Might Take

Current Fall Semester 324 General Education Sections

