

Subject: Re: Public Records Request (FL-NCF-23-0410)
Date: Monday, July 24, 2023 at 5:56:33 AM Eastern Daylight Time
From: Michael Pierce <mpierce@ncf.edu>
To: AO Records <records@americanoversight.org>
Attachments: Academic Core.zip, Academic Program Review.zip, 4_20 Agenda .pdf, Email to Campus (03-08-23).pdf

EXTERNAL SENDER

Ms. Adhoob,

I am writing in response to the above-referenced public records request. Attached, please find records relating to Item #3 of your request.

For Item #1 of your request, a search of College records has returned 1,204 items. Each item will need to be reviewed for information that is confidential and/or exempt from public disclosure. Florida law allows the College to assess a service fee when its response would require extensive use of technology and personnel labor. The College's practice is to estimate 2 minutes per item for review. In this case, a review of the records would require approximately 40 hours.

For Item #3 of your request, a search of College records has returned 2,684 items. In this case, a review of the records would require approximately 89 hours.

Please let me know how you wish to proceed with Items #2 and #3 and I can send a more formal time and cost estimate for your review.

Sincerely,

Mike Pierce

On Thu, Apr 27, 2023 at 5:45 PM AO Records <records@americanoversight.org> wrote:

Dear Public Records Officer:

Please find attached a request for records under Florida's public records laws.

Sincerely,

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Marwah Adhoob | She/Her
Paralegal | American Oversight
records@americanoversight.org
www.americanoversight.org | @weareoversight

PRR: FL-NCF-23-0410

AAC Agenda

Thursday 4/20/23, 10:30 am - 11:30 am

Library 141

Provost's Report

Faculty Meetings Debrief

Update on Hiring

Core Curriculum Update

Bookstore Orders Update

Approval of Meeting Notes (3/30/23)

Closed session w/ Chairs/Provost (11:30-Noon)

Message from Interim President Corcoran

PresidentsOffice@ncf.edu Presidents Office

Wednesday, March 8, 2023 at 1:13:26 PM Eastern Standard
Time

Bcc: staff@ncf.edu, students@ncf.edu students, gradstudents@ncf.edu Grad Students, faculty@ncf.edu, bot@ncf.edu BOT

New College Campus Community,

I write to you today, one week after I started here at New College. I have had the honor of getting to know our campus, our trustees and many of our faculty, staff and students and as we start this journey together, I look forward to meeting all of you and having the opportunity to hear what you love about New College and what you hope to see in the future.

As I send this message to you all today, I am in Tallahassee for the start of the legislative session. I am here on the heels of the recently announced \$15 million commitment to the future of New College and to talk to lawmakers about what we envision for the new path of New College. In the past, New College's existence has always been threatened and on shaky ground, but now, with the start of the session, I am confident that our future is secure, and growth and success are inevitable.

I know many of you have questions about what that future will be, and I understand that with change comes uncertainty, and uncertainty can be unsettling. But I want to assure you that we will be thoughtful in considering potential changes and there will be opportunities for the voices of students, faculty, and staff to be heard. First and foremost, I want you all to know that we have no plans to fire tenured faculty and current students should be confident that they will continue to be able to pursue their goals in the traditional academic system of the college. We will seek to make New College better through building on the best elements of the current system while adding more opportunities and possibilities for current and future students.

In the coming weeks, we will be performing a full evaluation of all aspects of the education system at New College. All voices – faculty, students, and staff – will certainly be heard and I welcome your engagement, thoughtful debate, and active participation in determining our future path. I want New College to serve as a beacon of free speech, free inquiry, and free debate in Florida and beyond.

Together, we will seek to develop programs that provide an intellectual grounding that is increasingly rare in higher education. We will also be inviting speakers and supporting conferences at the college that will introduce new voices into the discussion. It is my goal that we pursue a policy of addition rather than subtraction. We will seek to add more dorms, a new student center, and new facilities to make New College a better place to live, study, and grow. We will add new students, especially those who feel unsatisfied by the current options in higher education in Florida and across the country. We will also add new faculty, particularly faculty who are trained in and enthusiastic about an excellent liberal arts education.

I understand that many of you have read news articles and other publications that have attempted to frame a narrative about what New College is now, and what it should be in the future. I ask that you read the attached article in our local paper where I was given the opportunity to share my vision, in my own words and without editorial context or framing. In the coming weeks and months, I hope to discuss my vision more with each of you as we chart a new path together.

Thank you for your time, your openness, and your willingness to listen. I pledge to do the same every day as president of New College. I am committed to your future, your success, and the success of New College for years to come.

Richard Corcoran
Interim President

Attachments:

Richard Corcoran Q&A - Sarasota Herald-Tribune.pdf 176k

Richard Corcoran Q&A: New College interim president outlines vision, defends salary



Zac Anderson

Sarasota Herald-Tribune



Richard Corcoran takes over as interim president at New College of Florida on Feb. 27, and from the moment he enters the president's office Monday there may be no higher education leader in America in a bigger spotlight.

A close ally of Gov. Ron DeSantis who served as speaker of the Florida House and the governor's first education secretary, Corcoran is taking the lead on DeSantis' experiment in conservative higher education reform.

DeSantis appointed six new board members at New College on Jan. 6 in an effort to transform the school, setting off what may be one of the most aggressive makeovers of a public college in American history.

Corcoran has been described as a disruptor.

"If what the board is looking for is someone that will remove entrenched bureaucracies and fight the status quo, well they'd be hard pressed to do better than Richard Corcoran," Florida Board of Governors member Jose Oliva said this week.

On the eve of Corcoran's arrival on campus, the Herald-Tribune sent him a list of questions to gauge his thoughts on where he wants to take New College and get reaction to some of the controversy surrounding his hiring, including

concerns that it was orchestrated behind the scenes in a way that raised questions about comporting with Sunshine Law, questions about his large salary and the idea that he is getting the job because of his political connections.

Corcoran's responses are below.

Q: What is your vision for New College?

A: My vision for New College is twofold for now.

First, New College needs to have a defined curriculum that is crafted to achieve the aim of the liberal arts education: to teach students how to think. The course progression should not be so broad as to be meaningless. The basic premise of a liberal arts education is that each person has an inherent dignity. Students are not widgets who need only technical skills to take their place in an assembly line of workers. They are humans who want to understand themselves and their world. The curriculum should reflect this from beginning to end.

Second, I want to ensure that the Chicago Principles are followed because “without a vibrant commitment to free and open inquiry, a university ceases to be a university.” These were adopted by the University of Chicago’s Committee on Freedom of Expression in 2014 and have since been adopted by many colleges around the country, including the Florida university system in 2019. It is important that higher education is not dominated by a self-aggrandizing few who want to co-opt the education system to force their personal beliefs on other people’s children. That is the opposite of what education is for.

Q: New College has been an important institution in the Sarasota/Bradenton region for 63 years. Many New College employees, alumni and supporters in the community worry that what they love about the school will be lost in this transformation.

Is there anything about New College’s legacy and traditions you want to preserve?

A: New College was founded to be a liberal arts-focused institution. It also requires a Senior Capstone project. These traditions are important to higher education and will continue to be a focus. As Trustee (Matthew) Spalding stated in a recent interview, “This is not about turning New College into something it is not but strengthening its ‘distinctive mission’ as the ‘residential liberal arts honors college’ of the state of Florida.”

According to the book *New College: The First Three Decades*, Dr. Wesley A. Hotchkiss, the general secretary for higher education of the Board of Home Missions of the Congregational and Christian Churches (which later merged with another denomination to become the United Church of Christ), flew to Sarasota at the beginning of 1959 to meet with a local group wanting to start a college in the area. By the fall, he was working with local community members to discuss a philosophy of education. Dr. Hotchkiss said that the general principles of education at the college should “introduc[e] the student ‘to the learning of our civilization in the classical tradition’ and encourage[e] students to become lifelong scholars.” (page 9)

Q: The governor’s office has talked about implementing a “classical” education program at New College. How do you define classical education and what types of programs would that entail?

A: Generally, a “classical” education is a traditional liberal arts education; however, the definition of “liberal arts” has become increasingly broad over the years. Of course, there are some basic goals of a liberal arts education that I think most would agree on, such as teaching students to think analytically, express themselves clearly, and engage in civic life in a thoughtful way. But, in practice, the “liberal arts” track in most colleges is just a chaotic hodgepodge of courses that do not appear to be particularly related in a strategic way to accomplishing these aims.

As a result of this, I think people have reached for another way to define an education that focuses on teaching students how to think. The word “classical” works as a stand-in because it points back to when the idea of a “liberal arts” education originated – around 400 BC when the Greeks were working to create a successful paradigm for self-governance and understood education to be an important part of that effort. In doing this, the Greeks believed thinking deeply about important questions and having a broad base of knowledge to do this from was crucial to educating its citizens.

I also think the term “classical” points to the idea that a component of learning how to think is being exposed to the conversation of the centuries, not just the thoughts from our own moment in time. We are born into a conversation that has been happening for thousands of years. And in it there have been certain people – artists, authors, philosophers, scientists, mathematicians – whose works speak across cultures and times and social status to the biggest questions of existence. It is not a perfect conversation, but there are certain contributors to the conversation that have helped humanity “stitch together the patches of the universe.” We are poorer as a society when we allow students to think that the only ideas that exist are the ones right in front of them. Unfortunately, very few students in higher education today are purposefully exposed to much of this conversation. This results in an echo chamber that in many ways takes away an important reason for literacy. As it has been said, “You don’t have to burn books to destroy a culture. Just get people to stop reading them.”

There are questions that are common to all humanity such as: what is my purpose in this world? Who is my neighbor? What is the good life? These are just a few. And the time to contemplate these is at the beginning of life. The answers will lay the groundwork for how students will meet the challenges and adventures ahead of them.

Q: Do you plan to overhaul the staffing at New College? Will people lose their jobs? Are there certain administrators and/or faculty who you want to replace?

A: This question is very premature. We are going to assess the organization and its structure and efficiency before making any decisions.

Q: There is an effort to abolish the Office of Outreach and Inclusive Excellence at New College and any diversity, equity and inclusion programs. Do you support this?

A: Yes. The nomenclature is wrong. No one is against the actual definitions of what the words mean in and of themselves. However, in actual practice, the result is often the opposite of the words' literal definitions. The current use of DEI programs has propagated homogenous opinions, inequality, and exclusion of all but pre-approved ideas. Students and parents don't sign up for college to have an agenda foisted on them. They want an education that equips people to be critical thinkers.

Q: How much do you want to change New College's academic offerings? Are there certain programs/courses that you want to eliminate or add?

A: Absolutely. In the weeks ahead, we will be looking at these and making changes accordingly to help us achieve our vision.

Q: The Board of Governors, which you served on, promoted diversity, equity and inclusion programs until recently. What do you say those who might be confused about why the state's approach to DEI changed so abruptly? Should some of these BOG rules promoting DEI change before efforts to abolish DEI at universities proceed?

A: See my response to your DEI question above. The BOG realizes this, and I anticipate they will assess and make changes as needed to ensure these

programs are no longer hijacked by an elitist few who are intent on achieving a narrow agenda which stifles free speech.

Q: As education commissioner, you led the governor's agenda on issues that received national attention, including debates over how race is discussed in schools. Are universities the next big battleground for some of these culture war issues? How much do you see your job as trying to address cultural/social issues?

A: See my response to your first question.

Q: How did you first begin exploring the idea of becoming New College's president? Who is the first person you talked to about this? How much was the governor's office involved?

A: I obviously had applied to Florida State. In my interview, I talked a lot about the liberal arts. People know I'm passionate about returning to the idea of education being about teaching students how to think, not what to think. Since going into the private sector, I have been approached about similar positions at other colleges. I declined each time. I have enjoyed the private sector, and my businesses were doing very well. Trustee Spalding mentioned the New College interim presidency position to me, and immediately I realized it was a once-in-a-lifetime opportunity. I only live once. I want to do something meaningful. And it's hard to get more meaningful than this.

Q: Even before former President Patricia Okker was fired on Jan. 31, a media outlet reported that you were taking over as interim president, and the governor's office confirmed that. That gave the impression that this was all orchestrated behind the scenes. Was this process handled in accordance with Florida's Sunshine laws?

A: Of course.

Q: New College's student trustee questioned your hiring, suggesting that your relationships helped you get the job and raising ethical

concerns about that. What do you say to those who view your hiring as a rewarding a political ally of the governor over others who might be more qualified to run a university?

A: This question and the next are very similar so I am answering them both here. As Trustee (Christopher) Rufo recently mentioned in an article with *The New Yorker*, New College is a struggling campus. He noted the data showed that while it accepted 75% of students who applied, it enrolled only 13% and that one-third of graduates were not employed or in graduate school a year after graduation. It also has one of the worst retention rates in the state of students matriculating from first year to the second year. In addition, consultants reported that the top words students used to define the culture at New College were “politically correct,” “druggies,” and “weirdos.” According to these consultants, this was a problem, and “[t]he trustees need to reestablish authority.”

I have a big agenda to fulfill. The board of directors was not looking for someone just to keep the trains running. They wanted someone with a track record of going into complex organizations and making rapid, effective, systemic change. I have a history of moving the ball down the field. I am comfortable shaking up static systems and institutions throughout government. I think it was this track record – unusual in the typical college president – that interested the board.

Q: There has been criticism of your \$699,000 salary, which is comparable to presidents at much larger Florida universities. What do you say to those who think your salary is too high and that you leveraged political connections to reap outsized financial rewards?

A: See my response to the previous question.

Executive Summary

The mission of
New College is to be
the best liberal arts
college in the nation.

What follows is a framework and concept for moving towards this mission. Also attached is an implementation timeline.

The two components of a quality college education are Virtue (i.e., the liberal arts – teaching students how to think given the realities of the human condition) and Techne (applying liberal arts to the specific marketable skills of a cultural moment).

In terms of teaching students how to think given the capacities and weaknesses of the human condition, students should consider the bigger questions facing any human, including “What is the good life?” and “What makes for a just society?” These eternal questions could be covered in our eight-course required sequence on Virtue, using the classic works of philosophy.

The eight-course required sequence on Techne guarantees that our students can find well-paid careers in almost any industry, anywhere in the world. Our students can use data and computers, understand the latest innovations from cryptology to AI, and can build systems and make inferences. With the current advancements in technology, organizations are searching for students with these skills and the thoughtful ability to master these tools – not have these tools be their master. An education that purposefully address this will be unique and marketable.

Talented students will start to choose NCF over our competitors because they want two things: To be aware of and able to identify the big questions in complex situations, as well as have the cognitive and technical skills that today's employers need to gain an edge on their competitors. NCF faculty, dedicated educators all, could teach at least one course per semester in the Virtue or Techne sequences. We would roll out test versions of the first-year courses for the 2023-2024 academic year. The new sequences will be a graduation requirement for students matriculating in the fall of 2024.

Mission

The mission of the New College of Florida is to be the best college in the world.

Given the necessary conciseness of a good mission statement, we need more detail. First, we define "college" as a place of unfettered intellectual inquiry and debate. Any institution which restricts academic freedom is not a "college," even if it has students and grants degrees.

Second, there are two aspects to "best." First, NCF wants to enroll the best undergraduate students in the world. By "best," we mean the most intellectually ambitious and talented. Second, we want their education, and broader experience, to be the best in the world, meaning that they are better off attending NCF than if they had attended a different college. Every choice we make must be consistent with this

mission. If a policy or budget item does not directly increase the quality of the student body and/or the quality of the experience, then we are not where we should be.

Third, nothing so far would determine the pedagogical approach which NCF should take. The brutal fact is our current direction has not attracted students. Therefore, it makes perfect sense for us to try a different approach – but one fully consistent with our founding documents. A mission statement which includes a goal about the quality of the student body provides an objective scorecard by which we can measure success or failure.

Fourth, the best experience for students covers many aspects of a college education. Yet two items are at the very heart: virtue and techne. Virtue covers the eternal questions: How do I lead a good life? How can I contribute to a just society? Techne covers the ability to do or make things, an ability best judged by others. After graduating from NCF, students should be talented enough that almost any organization would seek to recruit them. The best college in the world, by definition, needs to guide students toward both virtue and techne. This would become part of our brand and separate from all other liberal arts institutions.

Fifth, currently, students may easily graduate from most liberal arts colleges or universities without taking a single course devoted to virtue or techne. Such students have been poorly served by the institutions to which they entrusted their educations. NCF can remedy this failure by requiring a sequence of courses in both virtue and techne. This will allow our students to thrive, and, as a result, result in NCF also

thriving. NCF should guarantee that its graduates have considered the big questions in life, which has given the practice in identifying the big issue in any situation. Employers want employees who can consider the most difficult questions facing them with all the nuance of context, and students who have passed through the NCF sequence of courses will have spent time engaging in such complex questions. These are the graduates that employers need for the future.

Virtue

What is the good life? What makes for a just society? Reasonable people will differ about the answers to these questions and about the best structure for a “Great Books” or “Classical Education” curriculum. Let’s move forward first on this framework -- the specifics of courses can be collaborated on later. However, there are some key takeaways from other programs that are helpful.

- Although Great Books approaches are not common, there are some excellent models including [St. Johns](#), [Thomas Aquinas College](#), [Humanities 10](#) at Harvard and [Directed Studies](#) at Yale. The good news is we are not starting from scratch.
- Whatever the choices made, the program should be uniform. Every student reads Plato in the fall of freshman year. Every student reads *The Federalist* in the spring of senior year. NCF aims to design the best possible sequence of courses about the human condition, courses which help our students become better people. Why wouldn’t we require every student to take them?
- The sequence could be 8 courses, one taken each semester. There is no better way to create a community out of the sometimes disparate parts of NCF than to provide such a central, common, intellectual experience.
- The Virtue courses will certainly cover philosophy and politics. They could also cover literature, art, music, math, science, and history in a manner which relates to the human condition.

- There will be no technical mathematics or science in this sequence, though math and science as it relates to humans and their understanding of the world may be covered. (Think Euclid, Pythagoras, Kepler, Galileo, Newton, etc.)
- The Virtue curriculum will be stable over time. Alumni children would read the same books which their parents read 25 years earlier. The curriculum binds the NCF family across the generations.
- We clearly have many current NCF faculty are qualified to teach these courses.

Techne

Techne, a term from Greek philosophy, refers to making or doing. A major flaw of almost all liberal arts colleges and universities is their failure to prepare students for the modern world. These students graduate without the ability to make or do anything valuable, anything which someone else is willing to pay for. It is our responsibility to ensure that every student graduates with the ability to make/do something valuable immediately, as measured by the wages offered by their fellow citizens.

No other college has a curriculum which ensures that its students are financially independent, able to earn a comfortable living in any city in the world, working in almost any industry. And, yet, such a curriculum would be incredibly popular, both with students and, especially, with their parents – not to mention donors. NCF should require that all students take 8 courses which, together, guarantee their freedom of action. Again, the framework is what we should focus on now but as with virtue there are some key issues as well. These include the following.

- NCF’s Masters in Data Science program provides a useful foundation, both in terms of courses and faculty, on which to build this curriculum.
- Private companies exist that can clearly demonstrate how to connect pedagogical choices with the current needs of employers.
- The Techne courses would change, perhaps radically, over time just as society changes. Today it is data science or AI. Tomorrow it may be other things. All should serve NCF’s mission to maximize the career opportunities of our current students.
- Motto: “No other set of eight courses does a better job of increasing our students’ odds of getting the future --- the internship, the graduate school, the career --- which they want.”
- The test for whether a skill is valuable is whether or not outside organizations need those skills, not whether we think such skills should be valuable. The test is the market.
- Again, we have many current NCF faculty that are qualified to teach these courses.

Starting salary is not the only or main measure of success. At the very least, we want NCF graduates to have the *option* of a high paying job even if they should *choose* a less lucrative career. Too many of our students have too few choices. Students who take our Techne courses are much more likely to be hired, in any industry, than students who do not.

A Very Measured Transition

We would begin the transition by offering (optional) versions of the first-year sequences in both the Virtue and Techne courses for the 2023-2024 academic year. If we are right about what talented students want in a college education, then there will be dozens of current NCF students who enroll. These courses will also highlight to

applicants for matriculation in the fall of 2024 the direction in which NCF is headed.

They need to know and see what their education will entail. The new Techne and Virtue 8-course graduate requirements would apply to them.

The second, third and fourth year of course requirements could then be built out, a year at a time, one year ahead of the students for whom they are requirements. In the spring of 2028, NCF would graduate its first cohort of students who had completed the new program. We would then be in a position to judge directly whether or not the New College of Florida was succeeding in its mission to be the best college in the world.



From: Bradley Thiessen bthiessen@ncf.edu
Subject: ** Call for faculty — summer core curriculum working groups **
Date: May 13, 2023 at 8:26 AM
To: Thiessen Brad bthiessen@ncf.edu
Bcc: faculty@ncf.edu

Ok, let's do this.

If you would like to work this summer on developing our new core curriculum, please [fill-out this brief form](#) by 5pm on Wednesday, May 24.

The form asks for:

- your name
- which working group(s) you'd be willing to join (virtue/ethos/great works and/or techne)
- whether you'd generally be available to work in-person or remotely
- any other information, comments, or questions you may have

How long do we expect this work to take? I don't know.

Will we be able to work remotely? Yes, let's assume these groups can work remotely.

What hours, days, weeks will we be expected to work? Each of the two working groups will figure this out.

What stipend is being offered? We'll pay the standard \$50 per hour.

How many faculty members will be on each working group? I don't know, but I'd very much prefer to have Divisional representation within each of the two working groups.

What are the expectations? In a general sense, we'd like the core curriculum to be about 80% complete by the end of the summer. Let's figure out how Virtue/Ethos/Great Works and Techne can work at New College to attract new students, improve student success (learning, four-year graduation rates, and post-graduation success), and engage faculty. I think David has provided great suggestions for an initial focus for each working group.

I expect the working groups will regularly communicate with each other and the steering committee. I also expect the working groups will communicate with all faculty (when they return on contract), with this work ultimately going before the full faculty for discussion, meaningful input, and a vote.

Let's assume we can work on intended student learning outcomes and assessment for the core curriculum later (during the 2023-24 academic year).

This email is starting to be as long as David's, so I'll stop here. I know this is a last-minute request, but I sincerely hope you will volunteer to do this important work.

Please fill-out the form by May 24: <https://forms.gle/nJgaaYJuJugRxCyV7>

Brad Thiessen Interim Provost & VP for Academic Affairs
New College of Florida • 941.487.4104

On May 11, 2023, at 10:49 AM, David Harvey <dharvey@ncf.edu> wrote:

Dear Colleagues,

Many thanks to all of you who shared your thoughts on the initial framework for a core curriculum revision at yesterday's faculty meeting, and special thanks to my co-presenter, Carrie Benes. I would also like to thank President Corcoran for his willingness to engage productively with the NCF faculty in this process. I appreciate your feedback, and look forward to working with you all as this process advances.

I have created a folder in the Faculty Meeting Canvas page and added all of the documents relevant to this issue that are at my disposal, including: our presentation from yesterday's meeting, my own notes on the issue (compiled over the past week, and distilled down into the presentation), President Corcoran's vision statement, an outline for a Great Books course from Carl Shaw, an outline for an AOC in Great Works/Classical Liberal Arts by Alberto Portugal and colleagues, and a spreadsheet with the anonymous responses to the EPC survey. As more documents are developed, I will add them to this folder to make them available for all to see. I do want to stress that all of the documents are very preliminary proposals--there is no secret master plan that is being prepared to spring on the faculty. Over the summer and throughout the coming year, we will build on these ideas to develop a program (or more precisely, a series of interrelated programs) that the college can be proud of.

I have suggested to Provost Thiessen that he constitute three working groups to develop strands of these ideas over the summer, to

have some preliminary part of the larger project ready to roll for Fall 2023. These would include:

1. a core curriculum steering committee, including continuing members of the EPC and CYC committees as well as representatives from the Office of the Provost and the Office of the Registrar, to develop an implementation plan and explore how to dovetail any new program requirements with the existing curriculum to avoid creating extra hurdles for students. I have volunteered to lead this committee in my capacity as EPC Chair.
2. a Great Works committee of faculty volunteers to develop a two-term introductory foundations course, guidelines for upper-level courses that could also be cross-listed as "Ethos," and a blueprint for a new AoC in Great Works or Classical Liberal Arts.
3. a Techne committee of faculty volunteers and appropriate staff, such as representatives of the CEO, to develop guidelines for courses and other activities (such as tutorials, ISPs, or internships) that could meet the Techne requirement and provide students with skills, experiences, and certifications that will help them make a successful transition to employment post-graduation.

It is my hope that Provost Thiessen will put out a call for faculty volunteers for the latter two committees (anyone who wants to serve on the steering committee is hereby invited to stand for election to the EPC). Since faculty are not on contract over the summer, it is my understanding that a stipend would be provided for any work done over the summer.

Last but not least, I want to articulate my own vision of what I would like for us to achieve out of this process. It is my firm belief, and I believe that President Corcoran has come to realize this as well, that this curriculum reform is not about fixing something that is broken. Our academic program is not broken. Rather, it is about taking something that is already a strength of the college and making it even better. One of the most insightful comments in the EPC survey (as it was an anonymous survey, I have no idea who said it), was the following:

"I actually think our current curriculum, which gives students wide latitude but requires some exposure to natural and social sciences and humanities, is totally reasonable. As I said, I recognize the value of the Techne framing. I'd suggest something like a three-legged stool: Arete (history and culture and humanism), Techne (meaningful application of knowledge in a work or grad-school relevant way), and Episteme (studying knowledge creation and doing some actual knowledge creation (which is what our whole required thesis is supposed to be about anyway))."

I am convinced that we already do one leg of the stool (Episteme, or teaching students how to think and how to develop new knowledge) extremely well--indeed, I would venture to say that we do it better than almost any other college of which I know. However, I think that we have room to improve on the other two legs: providing students with a solid foundation and a shared academic experience (what we are calling Ethos), and ensuring that they graduate with work-ready skills and a solid plan for a successful transition from New College (Techne). I would also venture to say that, if we can improve meaningfully in both of these areas, we will go a long way toward fixing our problems with first-year retention (because students will feel more engaged and connected and confident in their ability to succeed) and with post-graduation employment and average salaries (because graduates will have skills that employers want that will give them a foot in the door, and will have planned more intentionally for how they can apply their New College education to the next stage of their lives. These changes, if we can make them work, will largely fix our recurrent problem with the state of Florida's performance metrics.


Moreover, we do not need to start from scratch: we have very promising existing initiatives, particularly the SETSAIL first-year seminars, which have improved new student engagement, and which I would like to see folded into our proposed foundational core, and the CEO's initiatives in building career education into all facets of the New College experience, which has begun to move the needle on our employment figures. I'd like to give shoutouts to four people in particular on these achievements: founding SETSAIL director Liz Leininger and CEO director Dwayne Petersen, who spearheaded these initiatives, and former president Pat Okker and former provost Suzanne Sherman, who provided the leadership and vision to get them started. Thanks to them, we have some solid foundations on which we can build these new initiatives, which I hope will lead the college into a new and successful chapter in its history.

Wow, this turned out to be a much longer email than I anticipated. Thanks again to you all for your patience and for your engagement with this process.

David

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David Allen Harvey
Professor of History and International & Area Studies
New College of Florida

From: David Kane dave.kane@gmail.com 
Subject: Comments on NCF
Date: April 21, 2023 at 3:09 PM
To: bthiessen@ncf.edu



Thanks for meeting with me today. As promised, attached is my pdf. Don't feel obligated to read it!

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Core Curriculum Coordination Planning Document

Table Created by Carrie Benes for May 2023 Faculty Meeting

State Reqs	CYC (current)	Possible Revision
Humanities	Breadth: Humanities	<i>Ethos or Techne: Humanities</i>
Social Sciences	Breadth: Social Sci	<i>Ethos or Techne: Social Sci</i>
Natural Sciences	Breadth: Natural Sci	<i>Ethos or Techne: Natural Sci</i>
–	Diverse Perspectives	<i>Ethos or Techne: Global Perspectives</i>
Math/Statistics	Math/Statistics	Math/Statistics (<i>Techne?</i>)
Communications	Writing-Enhanced	<i>Ethos or Techne: Writing-Enhanced</i>
Civic Literacy	Civic Literacy	Civic Literacy (<i>Ethos?</i>)
Elective	Elective	<i>Ethos: Foundations (Great Books I?)</i>
Elective	Elective	<i>Ethos: Foundations (Great Books II?)</i>
Elective	Elective	<i>Techne: Foundations (Career Planning?)</i>
		<i>Techne: Foundations (Data Science?)</i>
		<i>Techne: Activity</i>
36CH / 9 courses	40CH / 10 courses	48CH / 12 courses

President Corcoran has endorsed this general framework, which I think may serve as a roadmap for the working groups. As this table suggests, the new requirements will closely follow CYC categories (many of which are required by the state of Florida), and some aspects of CYC will

likely be integrated into the new curricular map. The number of activities to be required per category has shifted from eight to six to four and maybe back to six again. Total number of Ethos and Techne requirements may be less important than questions of how these are defined, how much overlap there is between these requirements and CYC, whether examination or transfer credit may satisfy some of them, and whether some courses might count both toward Ethos/Techne requirements and AOC requirements.

ETHOS/Great Works Framework (4-6 Courses)

Charge for Great Works group: To develop a curriculum that can be required of all entering students beginning Fall 2024. This would include a two-term foundations course for first-year students, upper-level seminars that could also count toward AOC requirements, and CYC/Florida GenEd requirements that may be fulfilled by taking courses at NCF or through examination or transfer credit.

Required to be taken at New College (at least two courses, maybe 3-4):

- **Great Works Foundations Course.** Two-term sequence to be required of all entering students beginning Fall 2024. Will introduce students to “2500 years of essential works,” sharpen their reading, writing, and critical thinking skills, and serve as a common intellectual experience for each cohort of new students. Designing syllabus and plans to teach Foundations will be the primary task of the Great Works group.
Questions to Resolve (for steering committee): Expectation that most FTIC students will take these courses fall and spring of first year. For AOCs with a lot of required first-year courses, do we want to grant flexibility (to take Foundations in second year?). Should there be an option to take courses during January ISP or summer term? Will we require transfer students to take Foundations too?
- **Great Works Seminars.** One or two upper-level courses, to be chosen from a menu of options by students in their third or fourth years. Should address big questions such as “What is the good life?” “What makes for a just society?” and should be organized around close reading of classic primary texts. Great Works committee should consider criteria for cross-listing courses as Great Works Seminars and/or determine a set of shared learning objectives. These seminars will be cross-listed with disciplines and interdisciplinary programs and will count toward AOC requirements.

General Education Requirements: can be met by exam or transfer credit (2- 4 units)

- **Civic Literacy Course.** Required by state, could be included here.
- **CYC Distribution Requirements:** Humanities, Writing-Enhanced, Global Perspectives, maybe Social Sciences. Note: Global Perspectives (formerly Diverse Perspectives) is an NCF requirement, could be modified; others listed here are state requirements, and must be part of the final package.

Note possibility for double-counting: Great Works Group should develop specific recommendations on how we do this to make things clear and easy for students and their advisors

- Great Works Foundations would replace 2 electives in CYC
- Great Works Seminar could meet CYC requirement for Humanities or Social Sciences (depending on division in which offered)
- Either of these courses, depending on focus, could also meet Writing-Enhanced or Global Perspectives requirement (might make sense for upper-level Great Works Seminars to also be writing-intensive)
- Students must take American History or American Politics to meet Civic Literacy Requirement, unless they have AP or transfer credit (check this)
- Students could use exam or transfer credit to meet other Humanities or Social Sciences CYC distribution requirement
- We could eliminate the Diverse/Global Perspectives requirement if we think it isn't necessary, but doing so might alienate some of our colleagues who fear that the new core curriculum will be too Eurocentric. Conversely, we could design one of the Great Works courses (one or both halves of the first-year Foundations course, or the upper-level seminar) so that it incorporates perspectives from different cultural traditions, and could meet the requirement.

Great Works AOC Options

- Great Works Group can also map out requirements for a primary, joint, or secondary AOC (Alberto's proposal began to do this, and Carl suggested that proposed core curriculum could qualify all students to claim a secondary AOC in Great Works)
- Should be comparable to expectations for other humanistic AOCs: maybe 10-12 courses for primary AOC, 6-8 for joint, 4-5 for secondary
- One idea: all students required to take the two-term Great Works Foundations course and at least one Great Works Seminar—allow them to declare a secondary field if they take just one more Great Works Seminar.

Techne Framework (4-6 Courses)

Charge for Techne Working Group: Develop a curriculum, adding up to six total units, that can be required of all entering students beginning Fall 2024. These do not all need to be courses taken during the semester—the six units may also include ISPs, internships, certifications, and requirements met by examination or transfer credit. Needs to be coherent enough to add up to a comprehensible whole, but also flexible enough to meet the needs of students across all fields of study. Should have considerable overlap to allow students in most Natural Sciences and some Social Sciences fields to count courses toward both AOC and Techne requirements. Also needs to provide options for students in humanistic fields and/or those who enter NCF with limited quantitative/technical skills. Should also improve career readiness/employability for all NCF students.

Working group needs to define what we mean by Techne, and how we will measure it. Could include: quantitative literacy, practical technical skills, pre-professional training, certifications, etc. President's framework suggested emphasis on data science and related fields—what is reasonable to demand as a baseline requirement for all students? Group also needs to decide if it makes sense to have a foundations course to be required of all students (such as Dealing with Data), or whether wide variance in quantitative skills requires a menu of options.

Could fold in some aspects of CYC (Natural Sciences and maybe Social Sciences distribution requirements, Math/Statistics requirement), but if we do these, we need to allow students to place out of them through exam or transfer credit.

Note: Need to decide how prescriptive these requirements should be. Should all students take some course in common, choose courses from a menu of options, or merely take any four (or six?) courses listed as Techne? Should there be a Techne AOC (primary, joint, or secondary), and if so, what would we call it, and of what would it consist?

Quantitative Literacy: Dealing with Data as a possible framework, or perhaps a menu of options (maybe different courses under Dealing with Data umbrella). Do we allow students to place out of requirement (as we do with CYC Math/Statistics requirement), or do we want all students to take at least one quantitative literacy course? For students in AOCs that require Calculus and/or Statistics, it makes sense to allow those to fulfill quantitative literacy requirements, but we need options for students in humanistic fields.

Pre-Professional Training: could include internships for credit, CEO-directed career exploration seminar, or professional certifications such as Bloomberg. Could also include SETSAIL, since this has a practical component to help onboard students.

Technological Skills: Could include many current courses in Natural Sciences and quantitative Social Sciences. May want to develop a Digital Humanities component, or arts-related courses incorporating technology.

Data Science: President's original framework very focused on developing high-level skills on frontiers of knowledge. Ambitious, certainly; is there a way to do this that would be realistic to require of all NCF students? If not, what could we realistically require of all NCF students?

NCF Core Curriculum Framework

Summary of Executive Summary

2 May 2023

The two components of a quality college education are **Virtue/Ethos** (i.e., the liberal arts – teaching students how to think given the realities of the human condition) and **Techne** (applying liberal arts to the specific marketable skills of a cultural moment). Each of these would consist of 8 courses, for a total of 16 (number is fungible based on what’s actually feasible given AOC constraints). Talented students will start to choose NCF over our competitors because they want two things: To be aware of and able to identify the big questions in complex situations, as well as have the cognitive and technical skills that today’s employers need to gain an edge on their competitors.

Virtue/Ethos

- There are good Great Books curricula out there; we are not starting from scratch.
- The program should be uniform. If we are designing the best possible sequence of courses about the human condition, courses which help our students become better people, why wouldn’t we require every student to take them?
- A sequence of 8 courses, one taken each semester. There is no better way to create a community out of the sometimes disparate parts of NCF than to provide such a central, common, intellectual experience.
- These courses will certainly cover philosophy and politics. They could also cover literature, art, music, math, science, and history in a manner which relates to the human condition.
- There will be no technical mathematics or science in this sequence, though math and science as it relates to humans and their understanding of the world may be covered. (Think Euclid, Pythagoras, Kepler, Galileo, Newton, etc.)
- The Virtue curriculum will be stable over time. Alumni children would read the same books which their parents read 25 years earlier. The curriculum binds the NCF family across the generations.

Techne

- It is our responsibility to ensure that every student graduates with the ability to make/do something valuable immediately, as measured by the wages offered by their fellow citizens.

- NCF’s Data Science program provides a useful foundation, both in terms of courses and faculty, on which to build this curriculum.
- Private companies exist that can clearly demonstrate how to connect pedagogical choices with the current needs of employers.
- The Techne courses would change, perhaps radically, over time just as society changes. Today it is data science or AI. Tomorrow it may be other things. All should serve NCF’s mission to maximize the career opportunities of our current students.
- Motto: “No other set of eight courses does a better job of increasing our students’ odds of getting the future --- the internship, the graduate school, the career --- which they want.”
- The test for whether a skill is valuable is whether or not outside organizations need those skills, not whether we think such skills should be valuable. The test is the market.

A Measured Transition

We would roll out optional test versions of the first-year courses (a minimum of 4 courses, but more is fine if we have them ready) for the 2023-2024 academic year. Both courses that emphasize breadth (“The Western Philosophical Tradition”) and those that emphasize depth (“Aristotle and Plato”) are welcome. These would be integrated into current SET SAIL and CYC structures so students are not forced to choose between curricula. They will also highlight to applicants the direction in which NCF is headed; the new sequences will be required for students matriculating in fall 2024 and later.

We are soliciting faculty feedback via the May 2023 division meetings, followed by a joint review by the EPC and CYC Steering Committees and presentation at the May 2023 faculty meeting. Although we are also open to feedback regarding process, we anticipate that this will lead to the formation of a stipendiary summer working group to work out implementation details for Fall 2023.

The second, third and fourth year of course requirements could then be built out, a year at a time, one year ahead of the students for whom they are requirements. In the spring of 2028, NCF would graduate its first cohort of students who had completed the new program.

Graduation Requirements & Core Curriculum

Graduation Requirements: 31 units (124 credit hours)

= 28 classes + 3 January ISPs + Thesis/Bacc Exam in 7 semester contracts

= 16 units (64 credit hours)

Core Curriculum

+ 15 units (60 credit hours)

Area of Concentration (w/

Thesis/Bacc)

Core Curriculum: 16 units = 8 Virtue + 8 Techne

Virtue: What is the good life? What makes for a just society?

Great Books approach: Philosophy, Politics, Literature, History, Art, Music

Techne: Skills necessary to start careers. The ability to do or make things.

Hard skills: computer/data science

How this all fits in a 7-semester pathway:

	Fall	January	Spring
Year 1	Virtue	ISP Virtue	Virtue (Civic Literacy)
	Techne		Techne
	AOC 1		AOC 3
	AOC 2		AOC 4
Year 2	Virtue	ISP Techne	Virtue
	Techne		Techne
	AOC 5		AOC 7
	AOC 6		AOC 8
Year 3	Virtue	ISP AOC	Virtue
	Techne		Techne
	AOC 9		AOC 11
	AOC 10		AOC 12
Year 4	Virtue		
	Techne		
	AOC 13		
	AOC 14		
	Thesis / Bacc Exam		

How this all fits in a 2-year pathway for Florida College System transfer students with AA degrees:

Graduation Requirements: 31 units (124 credit hours)
 = 15 classes + 1 ISPs in 3 semester contracts (transferred-in)
 + 13 classes + 2 ISPs + Thesis/Bacc Exam in 4 semester contracts

	Fall	January	Spring
Year 1	AOC 1	ISP Virtue or Techne	AOC 5
	AOC 2		AOC 6
	AOC 3		AOC 7
	AOC 4		AOC 8
Year 2	AOC 9	ISP AOC	AOC 12
	AOC 10		AOC 13
	AOC 11		AOC 14
	—		—
			Thesis / Bacc Exam

How do we roll this out?

Make the new Core Curriculum **optional** for students admitted for **Fall 2023**.
 Require the new Core Curriculum for **students** admitted **Fall 2024** or later.

	Core courses offered	Requirements for new enrollees
2023-24	Year 1 Virtue and Techne	
2024-25	Year 1-2 Virtue and Techne	Year 1 Virtue and Techne
2025-26	Year 1-3 Virtue and Techne	Year 1-2 Virtue and Techne
2026-27	Year 1-4 Virtue and Techne	Year 1-3 Virtue and Techne
2027-28	...	Year 1-4 Virtue and Techne

Great Courses (option A)
1 Civic Literacy
1 Math, Stats, CompSci (1 of 2)
1 Natural Science
1 History/Civics
1 Humanities
1 Rhetoric
1 Experience/Activity
1 Literature (1 of 2)
1 Literature (2 of 2)
1 Philosophy (1 of 2)
1 Math, Stats, CompSci (2 of 2)
1 Philosophy (2 of 2)

12 courses (9 categories)
48 credit hours

Great Courses (option B)
1 Civic Literacy
1 Math, Stats, CompSci
1 Natural Science (1 of 2)
1 Social Science (1 of 2)
1 Humanities
1 Rhetoric
1 Experience/Activity
1 Literature (1 of 2)
1 Literature (2 of 2)
1 Philosophy
1 Natural Science (2 of 2)
1 Social Science (2 of 2)

12 courses (9 categories)
48 credit hours

Current CYC Requirements
1 Civic Literacy
1 Math/Stats
1 Natural Science
1 Social Science
1 Humanities
1 Writing-Enhanced
1 Diverse Perspectives
1 Elective
1 Elective
1 Elective

10 courses (7 categories)
40 credit hours

Great Courses Virtue and Techne
1 Virtue (Civic Literacy)
1 Techne (covers data science)
1 Techne (covers ds/programming)
1 Virtue (covers Politics, History)
1 Virtue (covers Lit, Art, Music)
1 Techne (professional comm.)
1 Techne (Experience/Activity)
1 Virtue (covers Lit)
1 Virtue (covers Lit, Art, Music)
1 Virtue (covers Philosophy)
1 Techne (career skills)
1 Techne

12 courses (2 categories)
48 credit hours

Required	
BOG	SACSCOC
Civic Literacy	Elective
Math/Stats	Elective
Natural Science	Natural Science
Social Science	Social Science
Humanities	Hum / Fine Arts
Communication	Electives
Electives	

10 courses **HLC & SACSCOC:**
40 credit hours **30 credit hours**

Great Courses (option A)
1 Civic Literacy
1 Math, Stats, CompSci (1 of 2)
1 Natural Science
1 History/Civics
1 Humanities
1 Rhetoric
1 Experience/Activity
1 Literature (1 of 2)
1 Literature (2 of 2)
1 Philosophy (1 of 2)
1 Math, Stats, CompSci (2 of 2)
1 Philosophy (2 of 2)

12 courses (9 categories)
48 credit hours

Great Courses (option B)
1 Civic Literacy
1 Math, Stats, CompSci
1 Natural Science (1 of 2)
1 Social Science (1 of 2)
1 Humanities
1 Rhetoric
1 Experience/Activity
1 Literature (1 of 2)
1 Literature (2 of 2)
1 Philosophy
1 Natural Science (2 of 2)
1 Social Science (2 of 2)

12 courses (9 categories)
48 credit hours

Current CYC Requirements
1 Civic Literacy
1 Math/Stats
1 Natural Science
1 Social Science
1 Humanities
1 Writing-Enhanced
1 Diverse Perspectives
1 Elective
1 Elective
1 Elective

10 courses (7 categories)
40 credit hours

Great Courses Virtue and Techne
1 Virtue (Civic Literacy)
1 Techne (covers data science)
1 Techne (covers ds/programming)
1 Virtue (covers Politics, History)
1 Virtue (covers Lit, Art, Music)
1 Techne (professional comm.)
1 Techne (Experience/Activity)
1 Virtue (covers Lit)
1 Virtue (covers Lit, Art, Music)
1 Virtue (covers Philosophy)
1 Techne (career skills)
1 Techne

12 courses (2 categories)
48 credit hours

Required	
BOG	SACSCOC
Civic Literacy	Elective
Math/Stats	Elective
Natural Science	Natural Science
Social Science	Social Science
Humanities	Hum / Fine Arts
Communication	Electives
Electives	

10 courses **HLC & SACSCOC:**
40 credit hours **30 credit hours**

CYC courses (Civic Literacy)

HIST 2020: American History Survey: 1865 to the Present*

POLS 2041: American Government and Civics*

Core courses (Civic Literacy)

HIST 2020: American History Survey: 1865 to the Present*

POLS 2041: American Government and Civics*

CYC courses (Math / Stats)	Core courses (Math / Stats)
ECON 2100: Introductory Microeconomics*	ECON 2100: Introductory Microeconomics*
ECON 3150: Money, Banking, and Financial Markets	ECON 3150: Money, Banking, and Financial Markets
ECON 3480: Introductory Econometrics and Big Data Application	ECON 3480: Introductory Econometrics and Big Data Application
FYS 2010: Mathematical Thinking: Patterns, Puzzles and Exploration*	FYS 2010: Mathematical Thinking: Patterns, Puzzles and Exploration*
MATH 2050: To Infinity and Beyond	MATH 2050: To Infinity and Beyond
MATH 2055: Math Tools for the Social Sciences*	MATH 2055: Math Tools for the Social Sciences*
MATH 2250: Discrete Mathematics*	MATH 2250: Discrete Mathematics*
MATH 2311: Calculus I*	MATH 2311: Calculus I*
MATH 2325: Introduction to Mathematics for the Sciences*	MATH 2325: Introduction to Mathematics for the Sciences*
MATH 2400: Calculus I*	MATH 2400: Calculus I*
PHYS 2575: Physics II (Calculus-based)	(Natural Sciences)
PHYS 3105: Biological Physics Seminar	(Natural Sciences)
STAN 2700: Dealing with Data I*	STAN 2700: Dealing with Data I*
STAT 2125: Statistics for Economics and the Social Sciences*	STAT 2125: Statistics for Economics and the Social Sciences*
	Currently NatSci CSCI 2100: Functional Programming in Haskell*
	Currently NatSci CSCI 2200: Introduction to Programming in Python*
	Currently NatSci CSCI 2300: Introduction to Computer Systems, Architecture and Digita

CYC courses (Natural Sciences)

BIOL 2100: Foundations of Biology I*
BIOL 2200: Foundations of Biology II*
BIOL 2260: Epidemiology Matters: An Introduction*
BIOL 2600: Introduction to Neuroscience*
BIOL 3550: Introduction to Microbiology
CHEM 2075: Introduction to Environmental Chemistry*
CHEM 2100: General Chemistry I*
CHEM 2160: General Chemistry Laboratory
CHEM 3100: Organic Chemistry I: Structure and Reactivity*
CSCI 2100: Functional Programming in Haskell*
CSCI 2200: Introduction to Programming in Python*
CSCI 2300: Introduction to Computer Systems, Architecture and Digital Hardware
DATA 2400: Ethics in Data Science
FYS 2010: Mathematical Thinking: Patterns, Puzzles and Exploration* (SET SAIL)
MATH 2311: Calculus I*
MATH 2325: Introduction to Mathematics for the Sciences*
MATH 2400: Calculus I*
PHYS 2050: Descriptive Astronomy*
PHYS 2510: Physics I Laboratory*
PHYS 2525: Physics I (Calculus-based)*
PHYS 2555: Physics II Laboratory*
PHYS 2575: Physics II (Calculus-based)
PHYS 3105: Biological Physics Seminar
STAN 2700: Dealing with Data I*

Core courses (Natural Sciences)

BIOL 2100: Foundations of Biology I*
BIOL 2200: Foundations of Biology II*
BIOL 2260: Epidemiology Matters: An Introduction*
BIOL 2600: Introduction to Neuroscience*
BIOL 3550: Introduction to Microbiology
CHEM 2075: Introduction to Environmental Chemistry*
CHEM 2100: General Chemistry I*
CHEM 2160: General Chemistry Laboratory
CHEM 3100: Organic Chemistry I: Structure and Reactivity*
Math/Stat/CompSci
Math/Stat/CompSci
Math/Stat/CompSci
DATA 2400: Ethics in Data Science (not Philosophy/ethics?)
Math/Stat/CompSci
Math/Stat/CompSci
Math/Stat/CompSci
Math/Stat/CompSci
PHYS 2050: Descriptive Astronomy*
PHYS 2510: Physics I Laboratory*
PHYS 2525: Physics I (Calculus-based)*
PHYS 2555: Physics II Laboratory*
PHYS 2575: Physics II (Calculus-based)
PHYS 3105: Biological Physics Seminar
(math/stats)

CYC courses (Social Sciences)

ANTH 2120: Introduction to Archaeology*

ANTH 2500: Introduction to African Studies*

ANTH 3330: Colonial Encounters*

ANTH 3400: Race and Ethnicity in Global Perspective*

ANTH 3700: Archaeology of Florida*

ECON 2100: Introductory Microeconomics*

ECON 2510: Introduction to International Business*

ECON 2520: Intro to Accounting & Finance*

ECON 3150: Money, Banking, and Financial Markets

ECON 3280: Political Economy

ECON 3480: Introductory Econometrics and Big Data Application

HIST 2020: American History Survey: 1865 to the Present*

HIST 2260: Ancient Rome: History and Legacy*

HIST 2270: Religious Communities: Spirituality, Gender and Identity*

HIST 2325: Kingdom of Heaven: The First Crusade and the Conquest of Jerusalem*

HIST 2400: The Sixth Liberal Art: Music, Ritual and Performance in the Middle Ages and Renaissance*

HIST 2450: Early Modern Europe: The World in Maps*

HIST 2750: Modern European History II (1870 to Present)*

HIST 3800: Chinese History to 1800*

HIST 3870: The Black Death

HIST 3875: Chinese History Since 1800*

POLS 2041: American Government and Civics*

POLS 2300: Introduction to World Politics*

POLS 2400: Introduction to Political Theory*

PSYC 2120: Introductory Psychology Seminar: Social Cognition*

PSYC 2130: Introductory Psychology Seminar: Social Influence*

PSYC 2175: Introductory Psychology Seminar: Thinking Neuro-Scientifically*

SOC 2335: Introduction to Urban Studies

SOC 2600: Social Psychology

Core courses (History / Civics)

Math/Stat/CompSci

ECON 3280: Political Economy

Math/Stat/CompSci

HIST 2020: American History Survey: 1865 to the Present* (also Civic Literacy)

HIST 2260: Ancient Rome: History and Legacy*

HIST 2325: Kingdom of Heaven: The First Crusade and the Conquest of Jerusalem*

HIST 2400: The Sixth Liberal Art: Music, Ritual and Performance in the Middle Ages and Renaissance*

HIST 2450: Early Modern Europe: The World in Maps*

HIST 2750: Modern European History II (1870 to Present)*

POLS 2041: American Government and Civics* (also Civic Literacy)

POLS 2300: Introduction to World Politics*

POLS 2400: Introduction to Political Theory*

CYC courses (Humanities)	Core courses (Humanities)
ART 2210: Perceptual Drawing Methods*	Activity
ARTH 2230: Art and Gender*	
ARTH 2250: Public Art and Its Public(s) in the United States*	ARTH 2250: Public Art and Its Public(s) in the United States*
ARTH 2260: Worlds of Wonder: A History of Museums*	ARTH 2260: Worlds of Wonder: A History of Museums*
ARTH 2500: Masterpieces: Medieval/Renaissance/Baroque*	ARTH 2500: Masterpieces: Medieval/Renaissance/Baroque*
ARTH 2600: Monuments & Methods: Classical Antiquity Revisited*	ARTH 2600: Monuments & Methods: Classical Antiquity Revisited*
ARTH 2660: Art Since 1945: Modernity, Postmodernity, and Contemporaneity*	ARTH 2660: Art Since 1945: Modernity, Postmodernity, and Contemporaneity*
ARTH 3350: Museum Studies in Theory and Practice: Interdisciplinary Exhibition Development	ARTH 3350: Museum Studies in Theory and Practice: Interdisciplinary Exhibition Development
ARTH 3650: Representing Difference: Race, Ethnicity, and Visual Arts from Age of Enlightenment to 21st Century	
GENS 2150: Introduction to Gender Studies	
GENS 3110: Bodies, Representation, and Identities	
HUMN 2115: Introduction to Film Studies	HUMN 2115: Introduction to Film Studies
HUMN 3140: Empire, Power, and Culture: The Mongols*	
LANG 3210: Intermediate French*	
LANG 3410: Intermediate Spanish I*	
LANG 3510: Second-Year Modern Chinese I*	
LANG 3610: Intermediate German I*	
LANG 3890: Seminar: Second Language Acquisition and Course Design*	
LCRS 2100: Introduction to Caribbean and Latin American Studies*	
LCRS 2200: Beyond the Dream: Latinx History in Critical Perspective*	
LITR 2010: Ancient Epic*	Literature
LITR 2035: Emerson, Dickinson, Whitman: Questions of American Literature	Literature
LITR 2065: Greek Monsters and Marvels*	Literature
LITR 2070: Landscape in Chinese Literature*	
LITR 2085: Chinese Martial Arts Film*	
LITR 2120: Reading & Writing the Forbidden Workshop	
LITR 2150: Theater and Society*	
LITR 2180: Imagining and Reimagining Early England*	Literature
LITR 2255: Propaganda and Alterity in Soviet and Russian Film*	Literature
LITR 2520: Introduction to Literature: Reading Poetry*	Literature
LITR 2620: Introduction to World Literature	Literature
LITR 2665: Literature of the 1980s	Literature
LITR 2680: Classical Chinese Literature: A Survey*	
LITR 2800: Shakespeare: Language and Identity*	Literature
LITR 3120: Women in Russian and East European Literature	

CYC courses (Humanities)

LITR 3135: Voices of Haiti and the French Antilles: Poetry, Fiction, Manifestos

LITR 3140: Ecopoetry & Ecoperformance Workshop

LITR 3165: The Realm of the Fantastic in Latin American Narrative

LITR 3170: Poetry Recess: A Creative Writing Workshop*

LITR 3488: A Latin American Gothic?*

MUSC 2350: Digital Media and Sound*

MUSC 3475: Race, Sounds, and the Politics of Listening in the Americas*

PHIL 2010: The Good Life: Happiness, Meaning, and Ethics in a Complex World*

PHIL 2170: Political Philosophy

PHIL 2205: Classical Philosophy*

PHIL 2210: Classical Chinese Philosophy*

PHIL 2300: Metaphysics Survey*

PHIL 2475: Animal Minds and Ethics*

PHIL 2500: Food, Animals, and the Environment

RELI 2100: Introduction to the Study of Religion *

RELI 2110: Introduction to World Religions

RELI 2115: Faith, Violence, and Democracy: Religion and Politics in America

RELI 2125: Growing Up Amish in Sarasota

RELI 2135: Cults, Sects, Communes: Religion on the Margins

RELI 2274: Islam 101: Beyond Western Media*

RELI 2355: American Christianities*

RELI 2370: The Many Gods of Hinduism: Ritual, Faith, and Representation in India*

RELI 2700: Buddhism for Beginners: The Buddha, his Quest for Enlightenment, and the Rise of a Global Religion*

RELI 3110: Righteous Discontent: Authority, Inclusion, and Exclusion in American Religion

RELI 3140: Resisting, Recreating, Reclaiming: LGBTQ+ People and Religion*

RELI 3720: Monks, Oracles, and Lamas: Buddhism in the Himalayas*

Core courses (Humanities)

Literature

Activity

Philosophy

Philosophy

Philosophy

Philosophy

RELI 2100: Introduction to the Study of Religion *

RELI 2115: Faith, Violence, and Democracy: Religion and Politics in America

RELI 2125: Growing Up Amish in Sarasota

RELI 2355: American Christianities*

CYC courses (Writing-Enhanced; not already listed; removed NatSci labs)	Core courses (Requirement?)
ARTH 2550: Diego Velazquez (1599-1600): Baroque Painting from a Spanish Perspective*	Humanities?
BIOL 4960: Research Methods in Biology	Natural Sciences?
CHEM 4100: Advanced Environmental Chemistry	Natural Sciences?
CSCI 3377: Machine Learning for Visual Thinkers*	Math/Stats/CompSci?
CSCI 4800: Robot Kinematics and Learning	Math/Stats/CompSci?
HUMN 2300: Mapping Slavery: Europe*	
LCRS 2100: Introduction to Caribbean and Latin American Studies*	
LITR 3750: Eco-poetics: A Reading and Writing Seminar	
MATH 3120: Writing in Mathematics	
MUSC 2190: Opera, Ballet, and the Supernatural*	Humanities?
MUSC 2400: Music and the Environment*	Humanities?
MUSC 3320: Music in the United States	Humanities?
POLS 3500: Research Design Workshop in Political Science	History/Civics?
POLS 3710: Public Opinion, Polarization, and the Politics of Identity in the United States	History/Civics?
WRTG 2100: Rhetoric and Writing: Writing about Writing	Rhetoric
WRTG 2140: Rhetoric and Writing: Writing about Writing for Students in the Sciences	Rhetoric
WRTG 2185: Rhetoric and Writing: Rhetoric of Walt Disney World	Rhetoric
WRTG 2300: Rhetoric and Writing: A Linguistic Approach to Writing	Rhetoric
WRTG 3105: Research about Writing	
WRTG 3110: Writing in the Wild 2: Literary Citizenship and the Writing Life	
WRTG 3200: Rhetoric and Writing: Writing in the Wild: Exploring the Essay	Rhetoric
WRTG 3300: Research in Writing: Writing Center Theory and Practice	
WRTG 3350: Rhetoric and Writing: Writing with Communities and Nonprofits	Rhetoric
WRTG 3400: Rhetoric and Writing: Writing Curriculum for the High School Classroom	Rhetoric
WRTG 4500: Rhetoric and Writing: Advanced Research Writing	Rhetoric

CYC courses (Diverse Perspectives; not already listed)

LITR 3185: Dostoevsky: The Major Novels

LITR 3474: Translating Trauma: Ethics and Aesthetics of Representation

SOCI 4100: Latin American Social Theory

Core courses (Requirement?)

Literature

subject	number	course title	subject	division
ANTH	2500	Introduction to African Studies*	Anthropology	Social Sciences
ANTH	3330	Colonial Encounters*	Anthropology	Social Sciences
ANTH	3400	Race and Ethnicity in Global Perspective*	Anthropology	Social Sciences
ANTH	3700	Archaeology of Florida*	Anthropology	Social Sciences
ART	2210	Perceptual Drawing Methods*	Art	Humanities
ARTH	2230	Art and Gender*	Art History	Humanities
ARTH	2250	Public Art and Its Public(s) in the United States*	Art History	Humanities
ARTH	2260	Worlds of Wonder: A History of Museums*	Art History	Humanities
ARTH	2500	Masterpieces: Medieval/Renaissance/Baroque*	Art History	Humanities
ARTH	2550	Diego Velázquez (1599-1600): Baroque Painting from a Spanish Perspective*	Art History	Humanities
ARTH	2600	Monuments & Methods: Classical Antiquity Revisited*	Art History	Humanities
ARTH	2660	Art Since 1945: Modernity, Postmodernity, and Contemporaneity*	Art History	Humanities
ARTH	3350	Museum Studies in Theory and Practice: Interdisciplinary Exhibition Development	Art History	Humanities
ARTH	3650	Representing Difference: Race, Ethnicity, and Visual Arts from Age of Enlightenment to 21st Century	Art History	Humanities
BIOL	2100	Foundations of Biology I*	Biology	Natural Science
BIOL	2110	Foundations of Biology Laboratory	Biology	Natural Science
BIOL	2200	Foundations of Biology II*	Biology	Natural Science
BIOL	2260	Epidemiology Matters: An Introduction*	Biology	Natural Science
BIOL	2600	Introduction to Neuroscience*	Biology	Natural Science
BIOL	3210	Neurobiology Laboratory	Biology	Natural Science
BIOL	3550	Introduction to Microbiology	Biology	Natural Science
BIOL	3560	Introduction to Microbiology Laboratory: Exploring Local Microbes Through Community Media Projects	Biology	Natural Science
BIOL	4960	Research Methods in Biology	Biology	Natural Science
CHEM	2075	Introduction to Environmental Chemistry*	Chemistry	Natural Science
CHEM	2100	General Chemistry I*	Chemistry	Natural Science
CHEM	2160	General Chemistry Laboratory	Chemistry	Natural Science
CHEM	3100	Organic Chemistry I: Structure and Reactivity*	Chemistry	Natural Science
CHEM	3610	Organic Chemistry II Laboratory*	Chemistry	Natural Science
CHEM	4100	Advanced Environmental Chemistry	Chemistry	Natural Science
CSCI	2100	Functional Programming in Haskell*	Computer Science	Natural Science
CSCI	2200	Introduction to Programming in Python*	Computer Science	Natural Science

subject	number	course title	subject	division
CSCI	2300	Introduction to Computer Systems, Architecture and Digital Hardware	Computer Science	Natural Science
CSCI	3377	Machine Learning for Visual Thinkers*	Computer Science	Natural Science
CSCI	4800	Robot Kinematics and Learning	Computer Science	Natural Science
DATA	2400	Ethics in Data Science	Data Science	Natural Science
ECON	2100	Introductory Microeconomics*	Economics	Social Sciences
ECON	2510	Introduction to International Business*	Economics	Social Sciences
ECON	2520	Intro to Accounting & Finance*	Economics	Social Sciences
ECON	3150	Money, Banking, and Financial Markets	Economics	Social Sciences
ECON	3280	Political Economy	Economics	Social Sciences
ECON	3480	Introductory Econometrics and Big Data Application	Economics	Social Sciences
ECON	3500	Intermediate Microeconomics	Economics	Social Sciences
FYS	2010	Mathematical Thinking: Patterns, Puzzles and Exploration* (SET SAIL)	First Year Seminar	All College
GENS	2150	Introduction to Gender Studies	Gender Studies	Gender Studies
GENS	3110	Bodies, Representation, and Identities	Gender Studies	Interdisciplinary
HIST	2020	American History Survey: 1865 to the Present*	History	Social Sciences
HIST	2260	Ancient Rome: History and Legacy*	History	Social Sciences
HIST	2270	Religious Communities: Spirituality, Gender and Identity*	History	Social Sciences
HIST	2325	Kingdom of Heaven: The First Crusade and the Conquest of Jerusalem*	History	Social Sciences
HIST	2400	The Sixth Liberal Art: Music, Ritual and Performance in the Middle Ages and Renaissance*	History	Social Sciences
HIST	2450	Early Modern Europe: The World in Maps*	History	Social Sciences
HIST	2750	Modern European History II (1870 to Present)*	History	Social Sciences
HIST	3800	Chinese History to 1800*	History	Social Sciences
HIST	3870	The Black Death	History	Social Sciences
HIST	3875	Chinese History Since 1800*	History	Social Sciences
HUMN	2115	Introduction to Film Studies	Humanities	Humanities
HUMN	2300	Mapping Slavery: Europe*	Humanities	Humanities
HUMN	3140	Empire, Power, and Culture: The Mongols*	Humanities	Humanities
INST	2200	Health, Culture, and Societies: Interdisciplinary Explorations	Interdisciplinary Studies	Interdisciplinary
LANG	3210	Intermediate French*	Languages	Humanities
LANG	3410	Intermediate Spanish I*	Languages	Humanities

subject	number	course title	subject	division
LANG	3510	Second-Year Modern Chinese I*	Languages	Humanities
LANG	3610	Intermediate German I*	Languages	Humanities
LANG	3890	Seminar: Second Language Acquisition and Course Design*	Languages	Humanities
LCRS	2100	Introduction to Caribbean and Latin American Studies*	Caribbean & Latin Amer Studies	Humanities
LCRS	2200	Beyond the Dream: Latinx History in Critical Perspective*	Caribbean & Latin Amer Studies	Humanities
LITR	2010	Ancient Epic*	Literature	Humanities
LITR	2035	Emerson, Dickinson, Whitman: Questions of American Literature	Literature	Humanities
LITR	2065	Greek Monsters and Marvels*	Literature	Humanities
LITR	2070	Landscape in Chinese Literature*	Literature	Humanities
LITR	2085	Chinese Martial Arts Film*	Literature	Humanities
LITR	2120	Reading & Writing the Forbidden Workshop	Literature	Humanities
LITR	2150	Theater and Society*	Literature	Humanities
LITR	2180	Imagining and Reimagining Early England*	Literature	Humanities
LITR	2255	Propaganda and Alterity in Soviet and Russian Film*	Literature	Humanities
LITR	2520	Introduction to Literature: Reading Poetry*	Literature	Humanities
LITR	2620	Introduction to World Literature	Literature	Humanities
LITR	2665	Literature of the 1980s	Literature	Humanities
LITR	2680	Classical Chinese Literature: A Survey*	Literature	Humanities
LITR	2800	Shakespeare: Language and Identity*	Literature	Humanities
LITR	3120	Women in Russian and East European Literature	Literature	Humanities
LITR	3135	Voices of Haiti and the French Antilles: Poetry, Fiction, Manifestos	Literature	Humanities
LITR	3140	Ecopoetry & Ecoperformance Workshop	Literature	Humanities
LITR	3165	The Realm of the Fantastic in Latin American Narrative	Literature	Humanities
LITR	3170	Poetry Recess: A Creative Writing Workshop*	Literature	Humanities
LITR	3185	Dostoevsky: The Major Novels	Literature	Humanities
LITR	3474	Translating Trauma: Ethics and Aesthetics of Representation	Literature	Humanities
LITR	3488	A Latin American Gothic?*	Literature	Humanities
LITR	3750	Ecopoetics: A Reading and Writing Seminar	Literature	Humanities
MATH	2050	To Infinity and Beyond	Mathematics	Natural Science
MATH	2055	Math Tools for the Social Sciences*	Mathematics	Natural Science

subject	number	course title
MATH	2250	Discrete Mathematics*
MATH	2311	Calculus I*
MATH	2325	Introduction to Mathematics for the Sciences*
MATH	2400	Calculus I*
MATH	3120	Writing in Mathematics
MUSC	2190	Opera, Ballet, and the Supernatural*
MUSC	2350	Digital Media and Sound*
MUSC	2400	Music and the Environment*
MUSC	3320	Music in the United States
MUSC	3475	Race, Sounds, and the Politics of Listening in the Americas*
PHIL	2010	The Good Life: Happiness, Meaning, and Ethics in a Complex World*
PHIL	2170	Political Philosophy
PHIL	2205	Classical Philosophy*
PHIL	2210	Classical Chinese Philosophy*
PHIL	2300	Metaphysics Survey*
PHIL	2475	Animal Minds and Ethics*
PHIL	2500	Food, Animals, and the Environment
PHYS	2050	Descriptive Astronomy*
PHYS	2510	Physics I Laboratory*
PHYS	2525	Physics I (Calculus-based)*
PHYS	2555	Physics II Laboratory*
PHYS	2575	Physics II (Calculus-based)
PHYS	3105	Biological Physics Seminar
POLS	2041	American Government and Civics*
POLS	2300	Introduction to World Politics*
POLS	2400	Introduction to Political Theory*
POLS	3500	Research Design Workshop in Political Science
POLS	3710	Public Opinion, Polarization, and the Politics of Identity in the United States
PSYC	2120	Introductory Psychology Seminar: Social Cognition*
PSYC	2130	Introductory Psychology Seminar: Social Influence*

subject	division
Mathematics	Natural Science
Mathematics	Natural Science
Mathematics	Natural Science
Mathematics	Natural Science
Mathematics	Natural Science
Music	Humanities
Music	Humanities
Music	Humanities
Music	Humanities
Music	Humanities
Philosophy	Humanities
Philosophy	Humanities
Philosophy	Social Sciences
Philosophy	Humanities
Philosophy	Humanities
Philosophy	Humanities
Physics	Natural Science
Physics	Natural Science
Physics	Natural Science
Physics	Natural Science
Physics	Natural Science
Physics	Natural Science
Political Science	Social Sciences
Political Science	Social Sciences
Political Science	Social Sciences
Political Science	Social Sciences
Political Science	Social Sciences
Psychology	Social Sciences
Psychology	Social Sciences

subject	number	course title	subject	division
PSYC	2175	Introductory Psychology Seminar: Thinking Neuro-Scientifically*	Psychology	Social Sciences
RELI	2100	Introduction to the Study of Religion *	Religion	Humanities
RELI	2110	Introduction to World Religions	Religion	Humanities
RELI	2115	Faith, Violence, and Democracy: Religion and Politics in America	Religion	Humanities
RELI	2125	Growing Up Amish in Sarasota	Religion	Humanities
RELI	2135	Cults, Sects, Communes: Religion on the Margins	Religion	Humanities
RELI	2274	Islam 101: Beyond Western Media*	Religion	Humanities
RELI	2355	American Christianities*	Religion	Humanities
RELI	2370	The Many Gods of Hinduism: Ritual, Faith, and Representation in India*	Religion	Humanities
RELI	2700	Buddhism for Beginners: The Buddha, his Quest for Enlightenment, and the Rise of a Global Religion*	Religion	Humanities
RELI	3110	Righteous Discontent: Authority, Inclusion, and Exclusion in American Religion	Religion	Humanities
RELI	3140	Resisting, Recreating, Reclaiming: LGBTQ+ People and Religion*	Religion	Humanities
RELI	3720	Monks, Oracles, and Lamas: Buddhism in the Himalayas*	Religion	Humanities
SOCI	2335	Introduction to Urban Studies	Sociology	Social Sciences
SOCI	2600	Social Psychology	Sociology	Social Sciences
SOCI	4100	Latin American Social Theory	Sociology	Social Sciences
STAN	2700	Dealing with Data I*	Statistics - Natural Sciences	Natural Science
STAT	2125	Statistics for Economics and the Social Sciences*	Statistics - Social Sciences	Interdisciplinary
WRTG	2100	Rhetoric and Writing: Writing about Writing	Writing	Writing
WRTG	2140	Rhetoric and Writing: Writing about Writing for Students in the Sciences	Writing	Writing
WRTG	2185	Rhetoric and Writing: Rhetoric of Walt Disney World	Writing	Writing
WRTG	2300	Rhetoric and Writing: A Linguistic Approach to Writing	Writing	Writing
WRTG	3105	Research about Writing	Writing	Writing
WRTG	3110	Writing in the Wild 2: Literary Citizenship and the Writing Life	Writing	Writing
WRTG	3200	Rhetoric and Writing: Writing in the Wild: Exploring the Essay	Writing	Writing
WRTG	3300	Research in Writing: Writing Center Theory and Practice	Writing	Writing
WRTG	3350	Rhetoric and Writing: Writing with Communities and Nonprofits	Writing	Writing
WRTG	3400	Rhetoric and Writing: Writing Curriculum for the High School Classroom	Writing	Writing
WRTG	4500	Rhetoric and Writing: Advanced Research Writing	Writing	Writing
ANTH	2120	Introduction to Archaeology*	Anthropology	Social Sciences

From: David Harvey dharvey@ncf.edu
Subject: curriculum steering group
Date: May 30, 2023 at 10:29 AM
To: Katherine Brion kbrion@ncf.edu, Kristopher Fennie kfennie@ncf.edu, Athena Rycyk arycyk@ncf.edu, Maneesha Lal mlal@ncf.edu, Rebecca Noss rnoss@ncf.edu, Carrie Benes benes@ncf.edu
Cc: Bradley Thiessen bthiessen@ncf.edu, Carl Shaw cshaw@ncf.edu, Christopher Kottke ckottke@ncf.edu

Dear Colleagues,

I think most of you have been copied on the communications regarding the summer core curriculum groups. If not, here are links to a couple of Google Docs I created:

<https://docs.google.com/spreadsheets/d/12J2y9V14KXS0dAh8tnfUxDSbre9sqYFY/edit?usp=sharing&ouid=108718598016388463684&rtpof=true&sd=true>

https://docs.google.com/document/d/1R1ix2Se9laNi5f1UpxBDMEzroA_yK10J/edit?usp=sharing&ouid=108718598016388463684&rtpof=true&sd=true

I suggested to Brad, and he concurred, that the Great Works and Techne working groups should take the lead in developing curricular proposals in those areas. I also suggested the creation of a steering group out of the members of the EPC plus representatives of the Office of the Provost and the Registrar, which will have the charge of planning how to implement the proposals that emerge from the other working groups and how to integrate them into the rest of our curriculum and processes. One might also call this the "reality check committee," since we may conclude that some of the ideas would not work or would need to be modified in order to be feasible.

I don't think this group will need to meet regularly, but we may need to schedule a few Zoom conferences over the summer, and we may need to handle other business through email communication. Katie and Kris, both EPC members, have expressed a willingness to serve as go-betweens between the steering group and the Great Works/Techne committees, respectively, which I think will be helpful. I will plan to check in regularly with the chairs of those committees, currently Carl and Chris, respectively. Athena will be involved either as an EPC member or (possibly) as the new SETSAIL director. Maneesha and Becky, you didn't sign up for this, and I don't think you will need to be a part of all of the meetings, but the committee may need to check in with you regularly regarding questions of policy and procedure. Finally, Carrie, we welcome any suggestions you have in your role as CYC Director before you pass the baton (probably to Carl) and go on research leave.

If I had to guess, I think we will be busier during the second half of the summer rather than the first half, since our tasks will be determined by what comes out of the other committees. But I wanted to touch base with you all and get this on your radar. Thanks to you all for everything you do on behalf of the college and its students.

Best,
David
--

David Allen Harvey
Professor of History and International & Area Studies
New College of Florida

subject	number	course title	subject	division
ECON	3500	Intermediate Microeconomics	Economics	Social Sciences
FYS	2010	Mathematical Thinking: Patterns, Puzzles and Exploration* (SET SAIL)	First Year Seminar	All College
GENS	2150	Introduction to Gender Studies	Gender Studies	Gender Studies
GENS	3110	Bodies, Representation, and Identities	Gender Studies	Interdisciplinary
HIST	2020	American History Survey: 1865 to the Present*	History	Social Sciences
HIST	2260	Ancient Rome: History and Legacy*	History	Social Sciences
HIST	2270	Religious Communities: Spirituality, Gender and Identity*	History	Social Sciences
HIST	2325	Kingdom of Heaven: The First Crusade and the Conquest of Jerusalem*	History	Social Sciences
HIST	2400	The Sixth Liberal Art: Music, Ritual and Performance in the Middle Ages and Renaissance*	History	Social Sciences
HIST	2450	Early Modern Europe: The World in Maps*	History	Social Sciences
HIST	2750	Modern European History II (1870 to Present)*	History	Social Sciences
HIST	3800	Chinese History to 1800*	History	Social Sciences
HIST	3870	The Black Death	History	Social Sciences
HIST	3875	Chinese History Since 1800*	History	Social Sciences
HUMN	2115	Introduction to Film Studies	Humanities	Humanities
HUMN	2300	Mapping Slavery: Europe*	Humanities	Humanities
HUMN	3140	Empire, Power, and Culture: The Mongols*	Humanities	Humanities
INST	2200	Health, Culture, and Societies: Interdisciplinary Explorations	Interdisciplinary Studies	Interdisciplinary
LANG	3210	Intermediate French*	Languages	Humanities
LANG	3410	Intermediate Spanish I*	Languages	Humanities
LANG	3510	Second-Year Modern Chinese I*	Languages	Humanities
LANG	3610	Intermediate German I*	Languages	Humanities
LANG	3890	Seminar: Second Language Acquisition and Course Design*	Languages	Humanities
LCRS	2100	Introduction to Caribbean and Latin American Studies*	Caribbean & Latin Amer Studies	Humanities
LCRS	2200	Beyond the Dream: Latinx History in Critical Perspective*	Caribbean & Latin Amer Studies	Humanities
LITR	2010	Ancient Epic*	Literature	Humanities
LITR	2035	Emerson, Dickinson, Whitman: Questions of American Literature	Literature	Humanities
LITR	2065	Greek Monsters and Marvels*	Literature	Humanities
LITR	2070	Landscape in Chinese Literature*	Literature	Humanities
LITR	2085	Chinese Martial Arts Film*	Literature	Humanities
LITR	2120	Reading & Writing the Forbidden Workshop	Literature	Humanities
LITR	2150	Theater and Society*	Literature	Humanities
LITR	2180	Imagining and Reimagining Early England*	Literature	Humanities
LITR	2255	Propaganda and Alterity in Soviet and Russian Film*	Literature	Humanities
LITR	2520	Introduction to Literature: Reading Poetry*	Literature	Humanities
LITR	2620	Introduction to World Literature	Literature	Humanities
LITR	2665	Literature of the 1980s	Literature	Humanities
LITR	2680	Classical Chinese Literature: A Survey*	Literature	Humanities
LITR	2800	Shakespeare: Language and Identity*	Literature	Humanities
LITR	3120	Women in Russian and East European Literature	Literature	Humanities
LITR	3135	Voices of Haiti and the French Antilles: Poetry, Fiction, Manifestos	Literature	Humanities

subject	number	course title
LITR	3140	Ecopoetry & Ecosystems Workshop
LITR	3165	The Realm of the Fantastic in Latin American Narrative
LITR	3170	Poetry Recess: A Creative Writing Workshop*
LITR	3185	Dostoevsky: The Major Novels
LITR	3474	Translating Trauma: Ethics and Aesthetics of Representation
LITR	3488	A Latin American Gothic?*
LITR	3750	Ecopoetics: A Reading and Writing Seminar
MATH	2050	To Infinity and Beyond
MATH	2055	Math Tools for the Social Sciences*
MATH	2250	Discrete Mathematics*
MATH	2311	Calculus I*
MATH	2325	Introduction to Mathematics for the Sciences*
MATH	2400	Calculus I*
MATH	3120	Writing in Mathematics
MUSC	2190	Opera, Ballet, and the Supernatural*
MUSC	2350	Digital Media and Sound*
MUSC	2400	Music and the Environment*
MUSC	3320	Music in the United States
MUSC	3475	Race, Sounds, and the Politics of Listening in the Americas*
PHIL	2010	The Good Life: Happiness, Meaning, and Ethics in a Complex World*
PHIL	2170	Political Philosophy
PHIL	2205	Classical Philosophy*
PHIL	2210	Classical Chinese Philosophy*
PHIL	2300	Metaphysics Survey*
PHIL	2475	Animal Minds and Ethics*
PHIL	2500	Food, Animals, and the Environment
PHYS	2050	Descriptive Astronomy*
PHYS	2510	Physics I Laboratory*
PHYS	2525	Physics I (Calculus-based)*
PHYS	2555	Physics II Laboratory*
PHYS	2575	Physics II (Calculus-based)
PHYS	3105	Biological Physics Seminar
POLS	2041	American Government and Civics*
POLS	2300	Introduction to World Politics*
POLS	2400	Introduction to Political Theory*
POLS	3500	Research Design Workshop in Political Science
POLS	3710	Public Opinion, Polarization, and the Politics of Identity in the United States
PSYC	2120	Introductory Psychology Seminar: Social Cognition*
PSYC	2130	Introductory Psychology Seminar: Social Influence*
PSYC	2175	Introductory Psychology Seminar: Thinking Neuro-Scientifically*
RELI	2100	Introduction to the Study of Religion *

subject	division
Literature	Humanities
Literature	Humanities
Literature	Humanities
Literature	Humanities
Literature	Humanities
Literature	Humanities
Literature	Humanities
Mathematics	Natural Science
Mathematics	Natural Science
Mathematics	Natural Science
Mathematics	Natural Science
Mathematics	Natural Science
Mathematics	Natural Science
Mathematics	Natural Science
Music	Humanities
Music	Humanities
Music	Humanities
Music	Humanities
Music	Humanities
Philosophy	Humanities
Philosophy	Humanities
Philosophy	Social Sciences
Philosophy	Humanities
Philosophy	Humanities
Philosophy	Humanities
Physics	Natural Science
Physics	Natural Science
Physics	Natural Science
Physics	Natural Science
Physics	Natural Science
Political Science	Social Sciences
Political Science	Social Sciences
Political Science	Social Sciences
Political Science	Social Sciences
Psychology	Social Sciences
Psychology	Social Sciences
Religion	Humanities

subject	number	course title
RELI	2110	Introduction to World Religions
RELI	2115	Faith, Violence, and Democracy: Religion and Politics in America
RELI	2125	Growing Up Amish in Sarasota
RELI	2135	Cults, Sects, Communes: Religion on the Margins
RELI	2274	Islam 101: Beyond Western Media*
RELI	2355	American Christianities*
RELI	2370	The Many Gods of Hinduism: Ritual, Faith, and Representation in India*
RELI	2700	Buddhism for Beginners: The Buddha, his Quest for Enlightenment, and the Rise of a Global Religion*
RELI	3110	Righteous Discontent: Authority, Inclusion, and Exclusion in American Religion
RELI	3140	Resisting, Recreating, Reclaiming: LGBTQ+ People and Religion*
RELI	3720	Monks, Oracles, and Lamas: Buddhism in the Himalayas*
SOCI	2335	Introduction to Urban Studies
SOCI	2600	Social Psychology
SOCI	4100	Latin American Social Theory
STAN	2700	Dealing with Data I*
STAT	2125	Statistics for Economics and the Social Sciences*
WRTG	2100	Rhetoric and Writing: Writing about Writing
WRTG	2140	Rhetoric and Writing: Writing about Writing for Students in the Sciences
WRTG	2185	Rhetoric and Writing: Rhetoric of Walt Disney World
WRTG	2300	Rhetoric and Writing: A Linguistic Approach to Writing
WRTG	3105	Research about Writing
WRTG	3110	Writing in the Wild 2: Literary Citizenship and the Writing Life
WRTG	3200	Rhetoric and Writing: Writing in the Wild: Exploring the Essay
WRTG	3300	Research in Writing: Writing Center Theory and Practice
WRTG	3350	Rhetoric and Writing: Writing with Communities and Nonprofits
WRTG	3400	Rhetoric and Writing: Writing Curriculum for the High School Classroom
WRTG	4500	Rhetoric and Writing: Advanced Research Writing
ANTH	2120	Introduction to Archaeology*

subject	division
Religion	Humanities
Religion	Humanities
Religion	Humanities
Religion	Humanities
Religion	Humanities
Religion	Humanities
Religion	Humanities
Religion	Humanities
Religion	Humanities
Religion	Humanities
Religion	Humanities
Sociology	Social Sciences
Sociology	Social Sciences
Sociology	Social Sciences
Statistics - Natural Sciences	Natural Science
Statistics - Social Sciences	Interdisciplinary
Writing	Writing
Writing	Writing
Writing	Writing
Writing	Writing
Writing	Writing
Writing	Writing
Writing	Writing
Writing	Writing
Writing	Writing
Writing	Writing
Writing	Writing
Anthropology	Social Sciences

Current CYC Requirements		New Core Requirements		BOG	Required SACSCOC
1 Civic Literacy	<---->	1 Civic Lit (History/Civics) (1 of 2)	<---->	Civic Literacy	Elective
1 Math/Stats	<---->	1 Math/Stats/CompSci (1 of 2)	<---->	Math/Stats	Elective
1 Natural Science	<---->	1 Natural Science	<---->	Natural Science	Natural Science
1 Social Science	<---->	1 History/Civics (2 of 2)	<---->	Social Science	Social Science
1 Humanities	<---->	1 Humanities / Rhetoric (1 of 2)	<---->	Humanities	Hum / Fine Arts
1 Writing-Enhanced	<---->	1 Humanities / Rhetoric (2 of 2)	<---->	Communication	Electives
1 Diverse Perspectives	<---->	1 Activity	<---->	Electives	
1 Elective	<---->	1 Math/Stats/CompSci (2 of 2)			
1 Elective	<---->	2 Literature			
1 Elective	<---->	2 Philosophy			
10 courses 40 credit hours		12 courses 48 credit hours		10 courses 40 credit hours	HLC & SACSCOC: 30 credit hours

From: David Harvey dharvey@ncf.edu

Subject: draft of EPC presentation

Date: May 8, 2023 at 6:35 PM

To: Carrie Benes benes@ncf.edu, Bradley Thiessen bthiessen@ncf.edu, Nassima Neggaz nneggaz@ncf.edu, Thomas Mccarthy tmccarthy@ncf.edu, Katherine Brion kbrion@ncf.edu, Kristopher Fennie kfennie@ncf.edu, Athena Rycyk arycyk@ncf.edu, Sonia Labrador SLabrador@ncf.edu, Alyssa Boynton alyssa.boynton19@ncf.edu, Anna Lazzara a.lazzara26@ncf.edu, Violet Aune violet.aune24@ncf.edu

Dear Colleagues,

Here's a first draft of the EPC presentation on core curriculum, based on my draft proposal from the weekend, feedback from the EPC survey, and our discussion at today's meeting. Any feedback is welcome--please get it to me by tomorrow evening, if possible, so that I can make any changes by Wednesday's meeting.

https://docs.google.com/presentation/d/1AMHPq7gPHCG6kqxdGePySGJY-QBe_4kA/edit?usp=sharing&oid=108718598016388463684&rtpof=true&sd=true

Best,
David

--

David Allen Harvey
Professor of History and International & Area Studies
New College of Florida

EPC Initial Report on Core Curriculum Revision

May 10, 2023

The Charge:

Interim President Corcoran has asked the faculty to imagine a core curriculum emphasizing the following priorities:

- *Ethos*: The Liberal Arts—teaching students how to think given the realities of the human condition. Big questions, e.g.: “What is the good life?” “What makes for a just society?”
- *Techne*: applying liberal arts to the specific marketable skills of the moment. Employers will seek out our graduates because they have the skills needed for success in a variety of careers.

Original proposal suggested eight courses in each of these areas, but subsequent communication has indicated flexibility on number of requirements.

Emphasis on “Great Books” approach and on defining a core set of courses that all students will take together to create a common intellectual experience.

Where We Are: Chart Your Course

Flexible framework that teaches and evaluates students on transferable skills (e.g., critical thinking, written communication, information literacy, quantitative literacy, etc.) and ensures breadth of study through distribution requirements.

Transfer & exam credit can be applied. Includes:

- **Breadth requirements (3, state req):**
 - One course in each division (Humanities, Social Sci, Natural Sci).
- **Special focus areas (4):**
 - *Diverse Perspectives* (NCF req): Refocus on global learning?
 - *Math/Statistics* (state req): 1 course in Math or Statistics
 - *Writing* (state req): 1 course in Communications, here defined as WEC
 - *Civic Literacy*: State requires all students to take one course in American Government or American History, and to pass a Civics exam.
- **Electives (3).**

Transfer & exam credit can be applied. Students with a FL AA are exempt.

Where We Are (Continued)

- SETSAIL. First-year seminar series that combines focused instruction in a specific field with common co-curricular experience that helps “onboard” new students by introducing support services (Student Success, Career Education, Writing Resource Center, Library). Reflects NCF Founding Principle: *Students should have from the outset opportunities to explore in depth areas of interest to them.*
- Career Education Initiatives: Each student now paired with a career coach from first year, more extensive career planning, internship placement, etc.

Initial Responses (from divisional discussions and feedback to EPC):

- Support for a common intellectual experience to create sense of community among students.
- Some respondents express support for Great Books approach, while others concerned focus is too narrow. Some suggested reformulating it as “Great Works.”
- General consensus that 16 courses is too many for general education program; would make it difficult for students to complete some AOCs or to pursue double or joint concentrations.
- Respondents want to preserve student agency and flexibility, must be balanced with desire for common experience.
- Support for a focus on technical and applied skills, but concern that *Techné* defined too narrowly in initial framework.

Ethos: Great Books Models

President Corcoran's memo to the division chairs offered four examples of academic programs with a Great Books core curriculum. These examples suggest two distinct paths:

Integral Great Books Curriculum: St. John's College and Thomas Aquinas College

- All students take the same sequence of classes rooted in the classic liberal arts over four years.
- No majors: all students graduate with a B.A. in Liberal Arts

Great Books as Core First-Year Experience: Harvard Humanities 10 and Yale Directed Studies

- First-year General Education curriculum rooted in a Great Books approach, defined by Harvard as “2,500 years of essential works”
- Students go on to major in wide range of liberal arts fields, core curriculum integrated into broader programs of study
- Differences: Harvard's program is one two-term sequence, required of all students, while Yale's is an opt-in learning community in which students choose to take three interconnected year-long courses (Philosophy, Literature, and History & Political Thought).

Ethos (continued): Integrating Great Books into Academic Program

- First-year Foundations course in Great Books: should be designed and implemented by NCF faculty, drawing upon existing models, and integrated into program.
- Develop Great Books or Classical Liberal Arts AOC, students may choose as primary or secondary AOC or combine it as joint AOC with any other program at college.
- Other Ethos-related courses (addressing core liberal arts themes) to be offered within existing disciplines and interdisciplinary programs, could meet both general education and AOC requirements.

Techne: Where We Are

- The performance metrics of the state of Florida evaluate us on job placement rates and starting salaries for our graduates, and our scores on both of these metrics have been lagging—we need to do better.
- President Corcoran’s memo states that “the test for whether a skill is valuable is whether or not outside organizations need those skills.”
- Center for Career Engagement and Opportunity (CEO) has expanded programs in career advising and internships. All students are now paired with a CEO career coach from the beginning of their NCF education.
- CEO has focused on increasing internship opportunities. Students who have completed paid internships have had higher rates of employment following graduation.
- New College has adopted a number of “certificate” programs to certify students’ mastery of specific, often technical, skills.
- Many other programs, including research experiences, community-based projects, etc., could be classified as applied knowledge or skill building activities.

Integrating Ethos and Techne into Curriculum: Possible categories

A. Foundations (all students could take these courses for common experience in first year or first two years)

Could include: SETSAIL, Civic Literacy, Great Books survey

B. Distributional core (students select courses from menu to meet general requirements)

Could include: current CYC Breadth Requirements and Special Focus areas. Many of these are specifically required by state of Florida.

C. Ethos or Techne courses offered within existing AOCs

Courses within AOCs that address big questions (Ethos) or develop practical skills (Techne) could count towards both AOC and gen ed requirements.

D. Co-Curricular Activities

At New College, much of learning takes place outside the classroom (in tutorials, ISPs, internships, etc.). These activities contribute to both areas, but are especially germane to skill development (Techne)

Whatever the total number of Ethos and Techne courses that will be required, spreading them across these categories will help to balance demands of new program, other general education needs, and AOC requirements, allowing students to complete NCF education in four years.

Working Groups to develop proposals

Core Curriculum Steering Group: Members of the Educational Policy Committee (EPC) and the Chart Your Course (CYC) steering committee in conjunction with the Office of the Provost and the SETSAIL Director. Will consider how to integrate proposed revisions to core with rest of curriculum. This will include a review of path to degree maps for all programs at the college to ensure that students in all fields will be able to complete all requirements for graduation within four years.

Great Books Working Group: This group of faculty volunteers will develop a Great Books course sequence, to be offered on an opt-in basis during the 2023-24 academic year, and which may be required of students entering the college Fall 2024 or later. This group will also consider the development of a new Area of Concentration in Great Books or Classical Liberal Arts.

Techne Working Group: This group will include faculty in applied or technical fields, as well as those affiliated with certificate-granting programs, with expertise in digital media and methods, and those with experience supervising students in internships and community-based learning. Working in tandem with the Director and staff of the CEO, they will develop a set of recommendations to ensure that all NCF students graduate with marketable skills that are in demand in today's workforce.

Benchmarks and Goals

Summer 2023: Define general outline of program, develop some courses to be offered academic year 2023-24.

2023-2024: Working groups present their findings to faculty. New courses beta-tested. Further refinement of core curriculum. Any changes to core curriculum to be developed by and voted on by faculty.

Fall 2024: Modified Core Curriculum (integrating Ethos and Techne into CYC framework) goes into effect.

EPC/CYC Initial Report on Core Curriculum Revision

Charge: To revise core curriculum in keeping with President Corcoran’s priorities:

- **Ethos:** The Liberal Arts—teaching students how to think given the realities of the human condition. Big questions, e.g.: “What is the good life?” “What makes for a just society?”
- **Techne:** applying liberal arts to the specific marketable skills of the moment. Employers will seek out our graduates because they have the skills needed for success in a variety of careers.

Where We Are:

- **Chart Your Course** general education curriculum. Flexible framework that teaches and evaluates students on transferable skills (e.g., critical thinking, written communication, information literacy, quantitative literacy, etc.) and ensures breadth of study through distribution requirements. Transfer & exam credit can be applied. Includes:
 - **Breadth requirements (3):** State requires one course in each division (Humanities, Social Sciences, Natural Sciences).
 - **Special focus areas (4):**
 - **Diverse Perspectives:** New College requires that students take one course dealing with difference (check how the FHB phrases this).
 - **Math/Statistics:** State requires each student take one course covering Math or Statistics.
 - **Writing:** State requires each student take one course in Communications. We have defined this as a **WEC** (Writing-Enhanced) course, either in the Rhetoric & Writing program or a WEC class in one of the disciplines.
 - **Civic Literacy:** State of Florida requires all students to take one course in American Government or American History, and to pass a Civics exam.
 - **Electives (3).**
- **SETSAIL.** First-year seminar series that combines focused instruction in a specific field with common co-curricular experience that helps “onboard” new students by introducing support services (Student Success, Career Education, Writing Resource Center, Library). Reflects NCF Founding Principle: *Students should have from the outset opportunities to explore in depth areas of interest to them.*
- **Career Education Initiatives:** Each student now paired with a career coach from first year, more extensive career planning, internship placement, etc.

Where We Are Going:

- Foundational Common Core that provides a shared academic experience and enhances a sense of community while preserving the spirit of freedom and innovation that defines a New College education.
- Building on momentum from ongoing efforts to enhance career education to make our students more marketable.
- Building on existing strengths of New College (strong programs across the liberal arts and sciences) and adding new capacity where warranted by demands of a new core curriculum.

The Great Books: A Common Core to a Classic Liberal Arts Education

President Corcoran's memo to the division chairs offered four examples of academic programs with a Great Books core curriculum. These examples suggest two distinct paths:

Integral Great Books Curriculum: St. John's College and Thomas Aquinas College

- All students take the same sequence of classes rooted in the classic liberal arts throughout four years.
- No majors: all students graduate with a B.A. in Liberal Arts

Great Books as Core First-Year Experience: Harvard Humanities 10 and Yale Directed Studies

- First-year General Education curriculum rooted in a Great Books approach, defined by Harvard as "2,500 years of essential works"
- Students go on to major in wide range of liberal arts fields, core curriculum integrated into broader programs of study
- Differences: Harvard's program is one two-term sequence, required of all students, while Yale's is an opt-in learning community in which students choose to take three interconnected year-long courses (Philosophy, Literature, and History & Political Thought). Yale's Directed Studies combines well with most Humanities and some Social Sciences degree paths, but may not work as well with Natural Science programs.

Our Recommendations: Learn from all of these models while also drawing upon unique strengths of existing New College programs.

A Great Books Model for New College of Florida:

- Foundational Common Core Experience, to be completed by all students. Will include a SETSAIL seminar (chosen by students or assigned to them based on their expressed area of interest), Civic Literacy course, and two-term Great Books sequence. Will also include an applied ("Techne") component, though this needs to be developed further.
- This Foundational Common Core will enhance the sense of community and connectedness among first-year students (essentially "scaling up" gains that we have seen from SETSAIL).
- May be concentrated in the first year, or spread across the first two years. Precise timing of Core offerings needs to be determined by review of AOC "path to degree maps" to ensure that students can combine the Common Core with the pursuit of any AOC at the college and still graduate in four years. Note: to accommodate transfer students without AA degrees, it should be possible to complete all requirements in three years (perhaps with some required coursework to have been completed at prior institution).
- General Education: Some of existing CYC requirements will be folded into the Foundational Common Core. Other distribution requirements from CYC will remain part of general education at New College, which students fulfill by selecting from a menu of options for each category.
- Great Books/Great Debates across the curriculum: In order to build upon the Foundational Common Core throughout a student's education at NCF, we encourage the

development of additional programs to enhance the third and fourth-year experience. These might include topical seminars within areas of concentration and a Colloquium, or series of lectures and other activities around a common theme across each semester, in which students could participate for mod credit (modeled on similar Colloquia at St. John's and Yale Directed Studies).

- Great Books AOC. While we do not think that the St. John's/Thomas Aquinas model (dissolving all AOCs into a common Liberal Arts degree path) would meet the needs of New College (among other ripple effects, it would drop our performance metric score on degrees in areas of strategic emphasis to zero), we believe that New College should develop and promote an Area of Concentration in Great Books or Classical Liberal Arts (the name could be tweaked) to provide such an education to any student who chooses it. Students could pursue this program as a primary AOC, as a joint AOC in combination with any other program at the college, or as a secondary AOC.

Techne at New College:

- While one of New College's historic roles is as a "feeder program" for graduate and professional schools, many of our students will enter the workforce directly after graduating from New College. The performance metrics of the state of Florida evaluate us on job placement rates and starting salaries for our graduates, and our scores on both of these metrics have been lagging—we need to do better.
- Center for Career Engagement and Opportunity (CEO) has expanded programs in career advising and internships. Students who have completed paid internships have had higher rates of employment following graduation.
- New College has adopted a number of "certificate" programs to certify students' mastery of specific, often technical, skills. We should review, enhance, and expand this approach, allowing students to pursue and develop a portfolio of certified applied skills to enhance their resumes.
- President Corcoran's memo states that "the test for whether a skill is valuable is whether or not outside organizations need those skills." This is an important reminder, and vital for ensuring that the Techne program improves the college's performance metrics. We encourage the creation of an advisory group, which might include alumni, local business leaders, and trustees or benefactors with appropriate experience, to help the college to determine which skills, capacities, or certifications will help our graduates to secure well-compensated employment.
- We do not, however, need to wait for the conclusions of this advisory group to build upon existing or proposed initiatives that we know can move the needle. These could include:
 1. Developing one or more Techne-related courses as part of the Foundational Core Curriculum. Given the great variance in quantitative and technological skills among entering students, this might need to be a menu of courses from which to choose rather than a single course to be taken by all students.
 2. Requiring all students to complete an internship during their time at New College (and enhancing the staff and resources of the CEO to allow it to support this mission).

3. Enhancing existing programs with a strong “applied” focus, including, but not limited to, Computer Science and Data Science, both of which are currently short-staffed due to faculty departures.
 4. Launching new initiatives in Digital Humanities to ensure that all students in humanistic fields graduate with marketable technical skills.
- In our view, it is premature to define the number of courses that will be needed to satisfy the Techne requirement for general education at New College. We should first define the objectives and benchmarks for the proposed program, and then determine which courses, tutorials, co-curricular activities, and certifications should be required. We recommend the creation of a working group of faculty and staff to develop a proposal for the Techne program.

Preliminary Outline of Enhanced General Education Program:

President Corcoran has proposed that each student be required to complete a total of eight activities in both Virtue/Ethos and Techne. While the total number of requirements will be finalized as this curriculum reform is fully developed, we propose that students will fulfill these requirements through a combination of courses taken in A) the Foundational Common Core, B) other general education requirements, C) cross-listed courses across the curriculum, which will also count towards completion of area of concentration requirements; and D) co-curricular activities, such as internships, research assistantships, colloquia, and other activities outside the classroom that form part of a student’s learning experience.

- A. Foundational Common Core.** The following courses will be taken by all new students beginning Fall 2024, and will provide a common academic experience to enhance a sense of community and shared purpose. (The three electives of the current CYC would be replaced by the SETSAIL and Great Books courses).
 - Great Books Foundation Course (two-term sequence)
 - Civic Literacy Course
 - SETSAIL seminar (chosen or assigned according to each student’s interests)
- B. Distributional Core** (modified from existing Chart Your Course program). Students would choose from a menu of courses to satisfy the following distribution requirements:
 - Humanities
 - Natural Sciences
 - Social Sciences
 - Mathematics or Statistics
 - Writing-Enhanced Course
 - Diverse Perspectives Course

Some of these categories may be integrated into the Foundational Common Core as this program is developed further. For example, the working group on Techne may recommend a foundations course or set of new or existing courses that could be taken to satisfy a new requirement of career-ready applied skills, and/or a foundational

quantitative literacy course or menu of courses to refine the mathematics/statistics requirement.

- C. Ethos and Techne across the Disciplines.** In accordance with President Corcoran’s recommendations, students will be required to demonstrate mastery of **Ethos** (skills associated with the classical liberal arts, including but not limited to: critical thinking, oral and written communication, integrative learning, civic knowledge, ethical reasoning, global learning, and intercultural knowledge) and **Techne** (applied skills that prepare students for career placement, including but not limited to: quantitative literacy, information literacy, inquiry and analysis, career development, problem solving, teamwork, and applied or pre-professional certifications). This mastery will be tracked across each student’s career through the satisfactory completion of cross-listed courses that develop these skills.
- D. Co-Curricular Activities.** At New College, much of student learning happens outside the classroom. This includes many of the activities that will prepare students for future employment, including internships, research assistantships, and community-based service learning. We believe that many of these activities may be counted toward the proposed Techne requirement, provided that the hands-on educational component of each activity is clearly defined, evaluated, and tracked as part of the student’s skills development. Certificate programs in workforce-related skills might also be counted as contributing to the Techne requirement.

The Tasks Ahead:

We recommend that the college create the following working groups to refine this framework over Summer 2023 and develop specific initiatives. Some of these initiatives will be ready to launch at the beginning of the Fall 2023 semester, while others will be unveiled over the course of the 2023-2024 academic year.

Foundational Common Core Working Group: This will consist of members of the Educational Policy Committee (EPC) and the Chart Your Course (CYC) steering committee who are willing to work over the summer in conjunction with the Office of the Provost and the SETSAIL Director to develop a transition plan for the adoption of the new core curriculum. This will include a review of path to degree maps for all programs at the college to ensure that students in all fields will be able to complete all requirements for graduation within four years.

Great Books Working Group: This group of faculty, drawn primarily from the Division of Humanities, though open to interested faculty from other fields, will develop a two-term course sequence that will introduce students to “2,500 years of essential works” (to borrow the motto of Harvard’s Humanities 10 program). This course will be offered on an opt-in basis during the 2023-24 academic year, and will be required of students entering the college Fall 2024 or later. This group may also consider the development of a new area of concentration in Great Books or Classical Liberal Arts.

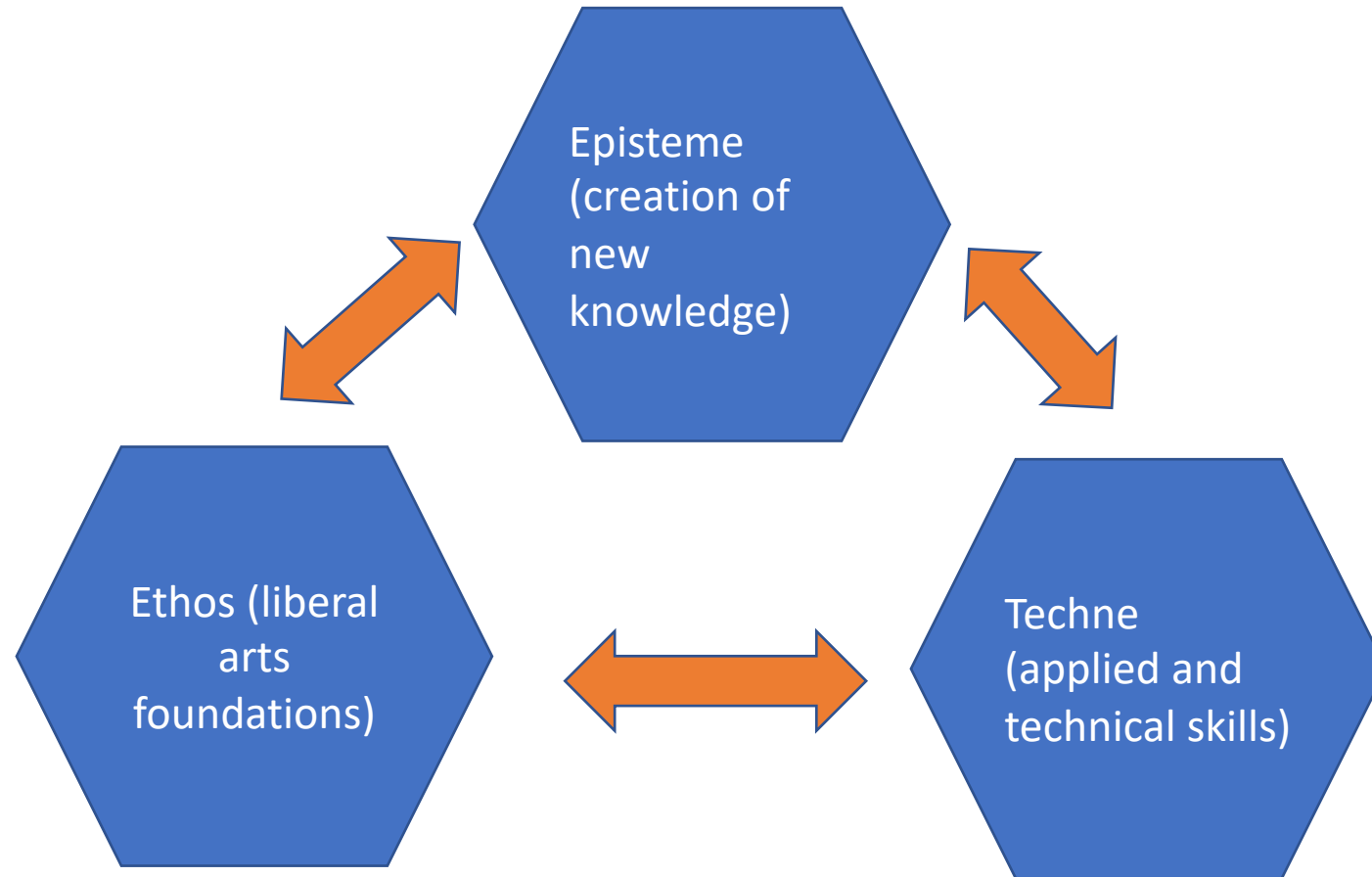
Techne Working Group: This group will include faculty in applied or technical fields (such as Computer Science, Data Science, etc.), faculty affiliated with certificate-granting programs (such as the Economics faculty and the Bloomberg certification), faculty with expertise in digital media and methods, and faculty with extensive experience supervising students in internships and community-based learning. Working in tandem with the Director and staff of the CEO, they will work on developing a set of requirements to ensure that all NCF students graduate with marketable skills that are in demand in today's workforce, designing either a foundation course or a menu of courses to ensure that all students graduate with quantitative literacy, and developing a list of current or prospective courses that could be cross-listed with Techne.

Core Curriculum Revision: Some further thoughts

David Allen Harvey, EPC Chair

May 2023

Core elements of a New College education: Ethos, Episteme, Techne



Definitions

- **Ethos:** The Liberal Arts—teaching students how to think given the realities of the human condition. Big questions, e.g.: “What is the good life?” “What makes for a just society?”
- **Episteme:** How do we know what we know? Teaching students how to think, not what to think. Research skills and ability to create new knowledge
- **Techne:** applying liberal arts to the specific marketable skills of the moment. Employers will seek out our graduates because they have the skills needed for success in a variety of careers.

Ethos: Core Requirements (4 units)

- **Great Works Foundations Course.** Two-term sequence to be required of all entering students beginning Fall 2024. Will introduce students to “2500 years of essential works,” sharpen their reading, writing, and critical thinking skills, and serve as a common intellectual experience for each cohort of new students.
- **Ethos Seminars.** Two upper-level courses, to be chosen from a menu of options by students in their third or fourth years. Should address big questions such as “What is the good life?” “What makes for a just society?” Will be cross-listed with disciplines and interdisciplinary programs and will count toward AOC requirements.

Episteme: Core Requirements (4 units)

- **SETSAIL Seminars:** First-year seminar series that combines focused instruction in a specific field with common co-curricular experience that helps “onboard” new students by introducing support services (Student Success, Career Education, Writing Resource Center, Library). Reflects NCF Founding Principle: *Students should have from the outset opportunities to explore in depth areas of interest to them.*
- **Independent Research Experience:** In their second or third year, each student completes an independent research project under the direction of a faculty mentor. May be completed as an ISP (January term project) or as a semester tutorial.
- **Research Methods Course:** In their second or third year, each student completes a research methods course in the AOC of their choice. These courses should focus intentionally on the development of the skills and concepts required for the completion of the senior thesis.
- **Senior Thesis or Project:** In their fourth year, each student completes an independent research project, which they defend in a public oral examination (baccalaureate) before a faculty committee.

Techne: Core Requirements (4 units)

These need to be developed by the summer working group, but might include:

- **Career explorations seminar** (taught by CEO professional staff, possibly in tandem with members of faculty)
- **Quantitative literacy course** such as Dealing with Data (chosen from menu of options according to student's level of proficiency)
- **Technological methods course** (could include Computer Science, digital humanities methods, or skills certification such as Bloomberg, chosen from a menu of options based on student's interests)
- **Internship**

Program Goals

Every New College of Florida graduate will:

- Have a broad foundation in the liberal arts (**Ethos**)
- Demonstrate the ability to think critically and to create new knowledge (**Episteme**)
- Have a set of skills and experiences preparing them to succeed in the workforce (**Techne**)

From: David Harvey dharvey@ncf.edu 

Subject: Fwd: Powerpoint

Date: May 12, 2023 at 4:24 PM

To: Carrie Benes benes@ncf.edu, Bradley Thiessen bthiessen@ncf.edu, Richard Corcoran rcorcoran@ncf.edu

Here's an electronic version of the handout I shared today--some of my thoughts on implementation. We can see if someone has a better word than "Episteme," which admittedly doesn't roll off the tongue, but I think this framework is very promising. I also like Richard's explanations of the categories as "How to Live," "How to Think," and "How to Act/Do." I think that the combination of the Greek terms and the simple English explanations could make for effective branding.

Best,
David

----- Forwarded message -----

From: **David Harvey** <dharvey@ncf.edu>

Date: Fri, May 12, 2023 at 10:54 AM

Subject: Powerpoint

To: David Harvey <dharvey@ncf.edu>

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David Allen Harvey
Professor of History and International & Area Studies
New College of Florida

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David Allen Harvey
Professor of History and International & Area Studies
New College of Florida



Ethos-
Episte...n.pptx

From: Christie Fitz-Patrick cfitzpatrick@ncf.edu 
Subject: Introduction Core Curriculum Framework
Date: May 4, 2023 at 10:35 AM
To: BOT bot@ncf.edu

Board Members,

On behalf of President Corcoran please see the information below and attached.

Please find enclosed the vision for a new core curriculum. We have been working through this entire week with the faculty and have generally received good reception. We think marrying techne and virtue allows us to have a very solid classical liberal arts foundation and excellent career preparation that would separate our graduates from all others. Rebranding New College with the dedication to the great books of the past (virtue), but always looking forward to the future (techne) will set us on a course for sure success and make us the envy of the liberal arts world. Obviously, I would like to thank many of you who have helped edit this given your years of expertise in higher education. Please let me know your thoughts.

--

Christie Fitz-Patrick
Interim Chief of Staff
Associate Vice President of Government Relations
941.487.4443 Office
New College of Florida



Introduction to
Core C...rk.docx

Executive Summary

Our Mission: Make New College the Best Liberal Arts College in the Nation

What follows is a framework and concept for moving towards this mission. Also attached is an implementation timeline.

The two components of a quality college education are Virtue (that is, the liberal arts – teaching students how to think given the realities of the human condition) and Techne (or, applying liberal arts to the specific marketable skills of a cultural moment).

In terms of teaching students how to think given the capacities and weaknesses of the human condition, students should consider the bigger questions facing any human, including “What is a good life?” and “What makes for a just society?” These eternal questions could be covered in our eight-course required sequence on Virtue, using the classic works of great thinkers.

The eight-course required sequence on Techne guarantees that our students can find well-paid careers in almost any industry, anywhere in the world. Our students can use data and computers, understand the latest innovations from cryptology to AI, and can build systems and make inferences. With the current advancements in technology, organizations are searching for students with these skills and the thoughtful ability to master these tools – not have these tools be their master. An education that purposefully address this will be unique and marketable.

Talented students will choose NCF over our competitors because they want two things: To be aware of and able to identify the big questions inherent in complex situations and to garner the cognitive and technical skills that today's employers need. NCF faculty, dedicated educators all, could teach at least one course per semester in the Virtue or Techne sequences. We would roll out test versions of these first-year courses for the 2023-2024 academic year. The new sequences will be a graduation requirement for students matriculating in the fall of 2024.

Mission

Make New College the Best Liberal Arts College in the Nation

A good mission statement should be concise. But, it must also imply more detailed meaning. Let's parse out "college" and "best".

We define "college" as a place of unfettered intellectual inquiry and debate. Any institution which restricts academic freedom is not a "college," even if it has students and grants degrees.

There are two aspects to "best." First, NCF wants to enroll the best undergraduate students in the world. By "best," we mean the most intellectually ambitious and talented. Second, we want their education, and broader experience, to be the best in the world, meaning that they are better off attending NCF than if they had attended a different college. Every choice we make must be consistent with these two tests. If a policy or budget item does not directly increase the quality of the student body and/or the quality of the experience, then we are not where we should be.

Nothing so far would determine the pedagogical approach which NCF should take. The brutal fact is our current direction has not attracted students. Therefore, it makes perfect sense for us to try a different approach – but one fully consistent with our founding documents. A mission statement which implicitly includes a goal about the quality of the student body provides an objective scorecard by which we can measure success or failure.

The “best” experience for students covers many aspects of a college education. Yet two fundamental ideas are at the very heart: Virtue and Techne. Virtue covers eternal questions such as: “How do I lead a good life?” and “How can I contribute to a just society?” These are inward directed learnings. By contrast, Techne covers the ability to do or make things, an ability best judged by others. After graduating from NCF, students should be talented enough that almost any organization would seek to recruit them. The best college in the world, by definition, needs to guide students toward both Virtue and Techne. This would become part of our brand and separate from all other liberal arts institutions.

Finally, currently, students may easily graduate from most liberal arts colleges or universities without taking a single course devoted to Virtue or Techne. Such students have been poorly served by the institutions to which they entrusted their educations. NCF can remedy this failure by requiring a sequence of courses in both Virtue and Techne. This will allow our students to thrive, and, as a result, result in NCF also thriving. NCF should guarantee that its graduates have considered the big questions in life, which also prepares them to identify the big issues in any situation. Employers want

employees who can consider the most difficult questions facing them with all the nuance of context, and students who have passed through the NCF sequence of courses will have spent time engaging in such complex questions. These are the graduates that employers need and want for the future.

Virtue

What is the good life? What makes for a just society? Reasonable people will differ about the answers to these questions and about the best structure for a “Great Books” or “Classical Education” curriculum. Let’s move forward first on the framework -- the specifics of courses can be collaborated on later. However, there are some key takeaways from other programs that are helpful.

- Although Great Books approaches are not common, there are some excellent models including [St. Johns](#), [Thomas Aquinas College](#), [Humanities 10](#) at Harvard and [Directed Studies](#) at Yale. The good news is we are not starting from scratch.
- Whatever the choices made, the program should be uniform. For example, every student reads Plato in the fall of freshman year. Every student reads *The Federalist* or *the Tao Te Ching* in the spring of senior year. NCF aims to design the best possible sequence of courses about the human condition, courses which help our students become better people. Why wouldn’t we require every student to take them?
- The sequence could be eight courses, one taken each semester. There is no better way to create a community out of the sometimes-disparate parts of NCF than to provide such a central, common, intellectual experience.
- The Virtue courses will certainly cover philosophy and politics. They could also cover literature, art, music, math, science, and history in a manner which relates to the human condition.
- There will be no technical mathematics or science in this sequence, though math and science as it relates to humans and their understanding of the world may be covered. (Think Euclid, Pythagoras, Kepler, Galileo, Newton, etc.)

- The Virtue curriculum will be stable over time. Alumni children would read the same books which their parents read 25 years earlier. The curriculum binds the NCF family across the generations.
- We clearly have many current NCF faculty qualified to teach these courses.

Techne

Techne, a term from Greek philosophy, refers to making or doing. A major flaw of almost all liberal arts colleges and universities is their failure to prepare students for the modern world. These students graduate without the ability to make or do anything valuable; that is anything which someone else is willing to pay for. It is our responsibility to ensure that every student graduates with the ability to make/do something valuable immediately, as measured by the wages offered by their fellow citizens.

No other liberal arts college has a curriculum which ensures that its students are financially independent, able to earn a comfortable living in any city in the world, working in almost any industry. And, yet, such a curriculum would be incredibly popular, both with students and especially with their parents – not to mention donors. NCF should require that all students take eight courses which, together, guarantee their freedom of action. The framework for this is all that we should focus on now but as with virtue there are some key issues as well. These include the following:

- NCF's Masters in Data Science program provides a useful foundation, both in terms of courses and faculty, on which to build this curriculum.
- Private companies exist that can clearly demonstrate how to connect pedagogical choices with the current needs of employers.

- The Techne courses would change, perhaps radically, over time just as society changes. Today it is data science or AI. Tomorrow it may be other things. All should serve NCF's mission to maximize the career opportunities of our current students.
- Motto: "No other set of eight courses does a better job of increasing our students' odds of obtaining the future --- the internship, the graduate school, the career --- which they want."
- The test for whether a skill is valuable is whether or not outside organizations need those skills, not whether we think such skills should be valuable. The test is the market.
- Again, we have many current NCF faculty that are qualified to teach these courses.

Starting salary is not the only or main measure of success. At the very least, we want NCF graduates to have the *option* of a high paying job even if they should *choose* a less lucrative career. Too many of our students have too few choices. Students who take our Techne courses are much more likely to be hired, in any industry, than students who do not.

A Very Measured Transition

We would begin the transition by offering (optional) versions of the first-year sequences in both the Virtue and Techne courses for the 2023-2024 academic year. If we are right about what talented students want in a college education, then there will be dozens of current NCF students who enroll. These courses will also highlight to applicants for matriculation in the fall of 2024 the direction in which NCF is headed. They need to know and see what their education will entail. The new Techne and Virtue eight-course graduate requirements would apply to them.

The second, third and fourth year of course requirements could then be built out, a year at a time, one year ahead of the students for whom they are requirements. In the spring of 2028, NCF would graduate its first cohort of students who had completed the new program. We would then be in a position to judge directly whether or not the New College of Florida was succeeding in its mission to be the best liberal arts college in the nation.

From: Presidents Office PresidentsOffice@ncf.edu
Subject: Message from Interim President Corcoran
Date: May 10, 2023 at 9:05 AM
To: undisclosed-recipients;;
Bcc: faculty@ncf.edu

Dear Faculty,

Last time we spoke, I said that we needed to work quickly on the core curriculum development for the fall. I know a lot of you have been anxiously waiting for more information, and I'm happy to have the opportunity to update you before the end of the semester.

I received a lot of feedback on my Executive Summary. Many thanks to everyone who commented. One thing is clear: the number 16 is too big. It would interfere with some AOCs and all double majors and senior theses and the rest. There are so many great things happening at the college, and we want that to continue. In particular, we don't want to discourage any students from applying, whether they're interested in Great Books, Chemistry, or Economics. So, for now I am proposing a goal of 8 classes (four in techne and four in virtue), the equivalent of a solid minor for all students. I think these classes are going to be really exciting and generate a lot of positive press. They will also create a meaningful sense of community and help the college grow.

One proposal that caught my eye for how to structure the curriculum was by Carl Shaw, and I had a really productive conversation on Monday with him. I'm going to ask him to take an organizing role over the summer, working with others to put together classes for the fall. Carl has in mind a literature class, but we'd love to see something in philosophy, history, art history, something in the classics of the social sciences. We want strong classes that professors are excited to teach and students are excited to take.

We're also going to want to try out some techne classes (today I am going to reach out to Chris Kottke and Melissa Crow to work on that). These groups will be working with the EPC and, most likely, the director of CYC to ensure faculty input and a smooth transition. If you're interested in working with Chris (if he accepts) or Carl over the summer, please reach out to them. Summer stipends will be available.

If we can get four good classes rolling in the fall, we'll have something positive to show the board and the legislature, and we'll be able to figure out what worked and what could be improved so that these kinds of classes will get better and better.

Finally, I know things have been difficult, but what we're doing here is unprecedented and great things are happening. We've got money coming in. Negotiations are nearly complete for salary increases. We are on pace to pass our record for new student enrollment. If you're thinking about leaving, give it another year. If we continue to work together, there is no doubt in my mind New College will be the envy of liberal arts colleges throughout the nation.

Richard Corcoran
Interim President

Executive Summary

The mission of New College of Florida is to be the best college in the world.

“Best” means that our students are the most academically talented and that they receive a better education than they would have elsewhere.

The two components of a quality education are Virtue and Techne. What is the good life? What makes for a just society? These eternal questions are covered in our eight course required sequence on Virtue, using the classic works of philosophy. We assign nothing published less than two centuries ago. The eight course required sequence on Techne guarantees that our students can find well paid careers in almost any industry, anywhere in the world. Our students can use data and computers to build systems and make inferences. Every organization needs more junior people with those skills.

Talented students will start to choose NCF over our competitors because they want two things: To lead a good life and to have the skills necessary to start their careers.

NCF faculty, dedicated educators all, will teach at least one course per semester in the Virtue or Techne sequences. We will roll out test versions of the first year courses for the 2023-2024 academic year. The new sequences will be a graduation requirement for students matriculating in the fall of 2024.

Mission

The mission of the New College of Florida is to be the best college in the world.

Given the necessary conciseness of a good mission statement, we need more detail.

First, we define “college” as a place of unfettered intellectual inquiry and debate. Any institution which restricts academic freedom is not a “college,” even if it has students and grants degrees. Better terms for such places might be madrasa, yeshiva or seminary. There is nothing wrong with such institutions, but colleges they are not.

Second, there are two aspects to “best.” First, NCF wants to enroll the best (English-speaking) undergraduate students in the world. By “best,” we mean the most intellectually ambitious and talented. Second, we want their education, and broader experience, to be the best in the world, meaning that they are better off attending NCF than if they had attended a different college. Every choice we make must be consistent with this mission. If a policy or budget item does not directly increase the quality of the student body and/or the quality of the experience, then we are making a mistake.

Third, nothing so far would determine the pedagogical approach which NCF should take. One might argue for continuing the Chart Your Course program. Perhaps this is the ideal way of attracting the best students to NCF and providing them with a better experience than they would have received elsewhere. Yet the nice thing about our simple mission statement is that we know that Chart Your Course has failed, that it has not attracted the best students. So, it makes perfect sense for the President and the Board to try a different approach. A mission statement which includes a goal about the

quality of the student body provides an objective scorecard by which we can measure success or failure.

Fourth, the best experience for students covers many aspects of a college education. Yet two items are at the very heart: virtue and techne. Virtue covers the eternal questions: How do I lead a good life? How can I contribute to a just society? Techne covers the ability to do or make things, an ability best judged by others. After graduating from NCF, students should be talented enough that almost any organization would seek to recruit them. The best college in the world, by definition, needs to guide students toward both virtue and techne.

Fifth, it is easy to graduate from NCF (or Yale or most colleges) without taking a single course devoted to virtue or techne. Such students have been poorly served by the institutions to which they entrusted their educations. NCF can remedy this failure by requiring a sequence of courses in both virtue and techne. NCF should guarantee that all its graduates have thought hard about the good life and that they have the tools to live one on their own terms. Our graduation rates and starting salaries demonstrate our failure. Our mission statement makes it clear that we need a better approach.

In order to be the best college in the world, NCF needs to attract the most academically talented students, and then educate them about virtue and techne.

Virtue

What is the good life? What makes for a just society? Reasonable people will differ about the answers to these questions and about the best structure for a “Great Books” or “Classical Education” curriculum. Key issues:

- The best way to avoid useless political debates is to require that all readings were published before 1823, two centuries ago. (It takes at least 200 years to determine if something is of lasting value.) There is, obviously, plenty of high quality material, most of it non-political, at least in contemporary terms. If you think Plato is “conservative” or “liberal,” then you need to reread *The Dialogues*.
- Although Great Books approaches are not common, there are some excellent models including [St. Johns](#), [Thomas Aquinas College](#), [Humanities 10](#) at Harvard and [Directed Studies](#) at Yale. We are not starting from scratch.
- Whatever the choices made, the program should be uniform. Every student reads Plato in the fall of freshman year. Every student reads *The Federalist* in the spring of senior year. NCF aims to design the best possible sequence of courses about the human condition, courses which help our students become better people. Why wouldn't we require every student to take them?
- The sequence would be 8 courses, one taken each semester. There is no better way to create a community out of the sometimes disparate parts of NCF than to provide such a central, common, intellectual experience.
- The Virtue courses will certainly cover philosophy and politics. They might also cover literature, art, music, and history.

- There will be no mathematics or science in this sequence. See the Questions and Answers portion of this document for a detailed discussion.
- The Virtue curriculum will be stable over time. Alumni children would read the same books which their parents read 25 years earlier. The curriculum binds the NCF family across the generations.
- Dozens of current NCF faculty are qualified to teach these courses. You don't need a Ph.D. in philosophy to discuss Aristotle with undergraduates.

NCF already offers dozens of courses which claim to address these questions. Why do we need a new sequence? First, students are currently not required to take any of these courses. We allow students to live an unexamined life. Second, it is not clear how good those courses are. At the very least, they are not well-connected to each other. They do not form a unified whole. *A moral education cannot be ordered à la carte.*

Techne

Techne, a term from Greek philosophy, refers to making or doing. A major flaw of NCF (and most other colleges) is their failure to prepare students for the modern world. They graduate without the ability to make or do anything valuable, anything which someone else is willing to pay for. Are the students at fault? No! NCF is at fault. It is our responsibility to ensure that every student graduates with the ability to make/do something valuable, as measured by the wages offered by their fellow citizens.

No other college has a curriculum which ensures that their students are financially independent, able to earn a comfortable living in any city in the world, working in almost any industry. And, yet, such a curriculum would be incredibly popular, both with students and, especially, with their parents. NCF should require that all students take 8 courses which, together, guarantee their freedom of action. Key issues:

- NCF's Masters in Data Science program provides a useful foundation, both in terms of courses and faculty, on which to build this curriculum.
- Private companies like the [Bloom Institute of Technology](#) demonstrate how to connect pedagogical choices with the current needs of employers.
- The Techne courses would change, perhaps radically, over time just as society changes. Its mission is to maximize the career opportunities of our current students.
- No soft courses in squishy topics like "entrepreneurship" or "leadership" would be included. Companies want hard skills.

- No theory courses in pointless topics like “calculus” and “computational complexity.” Companies want to hire students who can build things. In the real world, you almost never have to calculate an integral.
- Motto: “No other set of eight courses does a better job of increasing our students’ odds of getting the future --- the internship, the graduate school, the career --- which they want.”
- The test for whether a skill is valuable is whether or not outside organizations need those skills, not whether we think such skills should be valuable. The test is the market.
- Dozens of current NCF faculty are qualified to teach these courses. You don’t need a Ph.D. in computer science to teach Python to undergraduates.

Starting salary is not the only or main measure of success. At the very least, we want NCF graduates to have the *option* of a high paying job even if they should *choose* a less lucrative career. Too many of our students have too few choices.

More important than salary, however, is the entree into almost any industry which a high quality Techne education would provide. Consider a student who wants to work in museums, who dreams of being the director of the Sarasota Art Museum. Having a thorough training in programming and data, being able to build on the web and make predictions, will be a major advantage to her as she seeks summer internships and entry positions in the art world. The same applies to all other organizations. Students who take our Techne courses are much more likely to be hired, in any industry, than students who do not.

Transition Issues

President Corcoran faces a problem. Many (most?) faculty disagree with the approach which he and the Board of Trustees are proposing for the future of NCF. Over time, as older faculty retire and younger faculty, presumably more aligned with his plans, are hired, the problem lessens. But, for the next decade or two, he will have to work with faculty who disagree. There are two main levers with which he can most easily achieve his goals: graduation requirements and faculty duties.¹ *He and the Board should require all students complete the Techne and Virtue sequences and should require all faculty to teach at least one course in the sequences each semester.*

NCF should have three requirements for graduation: completion of an 8 course Virtue sequence, completion of an 8 course Techne sequence, and completion of a major. These requirements ensure that the President (and the Board) will directly control half of each students' education. There can be no doubt that it is within the Board's purview to determine such requirements, whether or not the faculty agree. (Getting the Board involved in lower level issues, like the exact course sequence for the economics major, is more problematic, in terms of both traditional faculty prerogatives and the Board's appetite for such oversight.)

NCF should require that each faculty member teach at least one of the 16 courses in the Virtue and Techne sequences each semester. Faculty typically teach "2 and 2," meaning two courses each semester, along with tutorials and independent study projects. Given that students are devoting half their enrollments to the sequences, we need faculty to allocate half their teaching effort to these courses.

¹ See the Collective Bargaining Agreement ([pdf](#)) for details about faculty obligations.

Faculty might complain that they are not “qualified” to teach Plato or Python. Perhaps they are not qualified to do so *now*. But it is easy enough for NCF to prepare them to teach these courses. Start by having them take, alongside current students, the course which, the following year, they will themselves teach.

The best way to start the transition to the new NCF is by offering (optional) versions of the first year sequences in both the Virtue and Techne courses for the 2023-2024 academic year. These could be taught either by current faculty or by one or two new hires. If we are right about what talented students want in a college education, then there will be dozens of current NCF students who enroll. These courses will also highlight to applicants for matriculation in the fall of 2024 the direction in which NCF is headed. They need to know and see what their education will entail. The new Techne and Virtue 8 course graduate requirements would apply to them.

The second, third and fourth year of course requirements could then be built out, a year at a time, one year ahead of the students for whom they are requirements. In the spring of 2028, NCF would graduate its first cohort of students who had completed the new program. We would then be in a position to judge directly whether or not the New College of Florida was succeeding in its mission to be the best college in the world.

Questions and Answers

Should the mission of NCF refer to the “world” or the “country?”

Only the Board of Trustees can answer this question, perhaps in consultation with the state government and, through them, the people of Florida. This single word choice has two important implications.

First, a goal to be the best college in the *world* requires having the best students in the world, many of whom will not be American citizens, much less Florida residents. Even though we would necessarily restrict admissions to fluent English speakers, there are still millions of potential students from outside the US. International students would probably make up at least 10%, and closer to 50%, of the student body if we do not discriminate against non-US citizens in admissions. A mission to be the best college in the *country* is much more modest and would not require more than a handful of international students.

Second, any global definition of the Great Books would include, at least, major works from China and India. The *Analects* and the *Bhagavad Gita* have much to teach us. If our mission is to be the best college in America, then it would be fair to ignore works, whatever their other merits, which are not a direct part of our civilizational lineage. If our goals are global, and if many of the students we seek to recruit are non-Western, then our core curriculum will need extend beyond the Western Canon.

Is a faculty requirement to teach at least one course (out of 16 choices) an infringement of academic freedom?

No. According² to the American Association of University Professors:

Academic freedom is the freedom of a teacher or researcher in higher education to investigate and discuss the issues in his or her academic field, and to teach or publish findings without interference from political figures, boards of trustees, donors, or other entities. Academic freedom also protects the right of a faculty member to speak freely when participating in institutional governance, as well as to speak freely as a citizen.

Tenure means that a faculty member is safe from dismissal, as long as she performs her assigned duties. But the college has the right to determine those duties. If NCF wants you to teach Calculus, then you have to teach Calculus. And, if there are several different sections of Calculus, then you need to cover the same set of topics and use the same set of exam questions as the other sections, if that is what NCF wants. In courses which they solo-teach, faculty retain their usual prerogatives.

Should lectures change at NCF?

There should be no lectures at NCF.

First, lectures are inefficient for students. Anything that a professor says in a lecture, as opposed to a discussion, could just as easily be typed beforehand and read by students at their own convenience. Reading is much quicker than listening and, more importantly, allows students to focus on the parts that they don't understand and to skim the parts that they do. Administrators sometimes believe that large classes save money (one professor teaches 100 students!) but the savings come in the form of less learning per student.

² <https://www.aaup.org/programs/academic-freedom/faqs-academic-freedom>

Second, the smaller the class, the more learning occurs. Consider former Williams College professor and student Diana Davis's description of her high school experience at Phillips Exeter:

I went to a high school where every single class --- English, biology, history, math, economics, Greek --- was a discussion class with 13 students or fewer. I have not taken a single class at Williams where I have learned as much, learned as deeply, or remembered as much a year later as I did in my classes in high school.

Most of us did not have the good fortune to go to a high school like Exeter. Yet no one makes the opposite claim; no one argues that students learn more in lecture than they do in discussion.

Third, there would be no better way for NCF to demonstrate to potential applicants that it is a different place, with different values, than by drawing a line at 20 students or so per class. If NCF had no lectures, then there would be less doubt about its educational superiority.

Fourth, claims about the excessive expense involved in having small sections are overblown. A professor currently responsible for the education of 45 students in a philosophy class should organize the class in whatever way is best for her students, not most convenient for her. Better to have three sections of 15 students each, than one large lecture. This will take up more of the professor's time, but, since so much of the work --- planning the class, grading the papers --- is a fixed cost (regardless of the number of class meetings), the marginal cost to the professor of having three sections instead of one is small.

There is no good reason for classes to be larger than, say, 20 students. Ten would be better. Assign lecture material ahead of class, either in the readings for class or in pre-recorded videos. Student and faculty time is too valuable to waste on regurgitation.

Should the conduct of classes be different at NCF?

Yes. How can we be sure that students will do the reading? After all, at many elite schools, even the threat/reward of exams does not ensure that students complete their assignments ahead of class.

Cold-calling students guarantees that they will complete the assigned readings. Since this will be a universal practice at NCF, students will quickly become used to it. Faculty will, throughout each class session, ask questions about the reading. Example: “Sarah, what is Thrasymachus’s definition of ‘justice’ in The Republic?” Asking students at random simple questions will cause them to do the reading.

The next level of abstraction involves applying concepts from the reading in other contexts. “George, how would the claim that ‘justice is nothing else than the interest of the stronger’ apply in the context of college admissions? Are NCF admissions just by this definition?” Questions should almost always be directed at specific students. Nothing does more to keep everyone on their toes and engaged in the discussion. Once George has offered an opinion, a great follow up question is: “Amy, can you restate George’s argument?” Students will pay close attention to each other’s statements if you give them a good reason to.

The obvious next step: “Sam, can you provide reasons against George’s argument?” Things are already, deliciously, complex. And yet, so far, we have not asked a single student for her *personal* opinion about NCF admissions. Such opinions will come, if at all, toward the end of the class discussion, and only after students have grappled closely with the assigned reading and with an application of its ideas.

A good teacher asks questions. A good teacher says as little as possible. The more that students talk, the better. A good teacher ensures that all students contribute to the discussion, that a handful of students don’t talk more than the rest of the class.

Are any of these practices original? No! Great teachers, going back to Socrates, have been teaching this way for thousands of years. Yet these practices are shockingly uncommon at elite colleges today. Indeed, I do not know a single faculty member at NCF who regularly cold-calls his students or who ensures that all students contribute approximately equally to class discussion.

Most other Great Books curriculums included required science courses. Shouldn’t NCF be similar?

No, because required science courses are rarely useful. Consider some possible approaches:

First, we could follow St. John’s, reading the classic works of science in the original. If this worked well, other institutions would copy it. Since (almost?) none do, we can be fairly sure that there are much more efficient methods. Newton’s *Philosophiæ Naturalis Principia Mathematica* is one of the most important books of the last 500 years, but that doesn’t mean that students will get much out of reading it. Of course, a

student might choose to read such classics as part of more advanced courses, but they have no place in the required curriculum.

Second, we could cover the science education provided by a good high school, along with some further mathematics. This is probably an even worse idea, since the vast majority of our target students will come from good high schools. Why should they revisit the physics which they just learned last year? More importantly, many students have had enough of science. They took a year of chemistry in high school. They did not like it then. Why make them study it now? (NCF has no problem requiring students to read philosophy even if they claim not to like it because we believe that confronting fundamental questions is necessary for becoming a better person. Learning about the periodic table or the Krebs cycle is not.)

Third, we could require students to learn college-level biology, chemistry, physics and so on. Harvey Mudd College does [something](#) along these lines, but, obviously, it “seeks to educate engineers, scientists, and mathematicians.” NCF has much broader ambitions. We are not simply an engineering college.

Fourth, the final (and, sadly, most likely) approach is to do what other elite colleges do when they claim to provide an intensive study of the natural sciences. We might fake it, put together an arbitrary collection of topics, with no real attempt to teach the fundamentals. See Harvard’s Science & Technology in Society [courses](#) in its Program in General Education for examples of this shallow education-as-TED-talk approach. Columbia’s [Frontiers of Science](#) class is a little better but the university itself provides a handy list of [science courses for non-majors](#) which fulfill the requirements.

How embarrassing! No college provides a philosophy course for non-majors. You either read Plato or you don't.

Similarly, you either study science seriously or you don't. If it were possible to require rigorous science courses as part of a classical education, then Hillsdale would do so. Indeed, they require³ three science courses of every student: introductory [biology](#), [chemistry](#) and [physics](#). But a glance at those courses demonstrates their lack of rigor. For example, the required physics course is recommended "for the general student, those who have not taken high school physics and science students who do not take calculus."

NCF as an institution believes that students are better off if they take the Virtue and Techne sequence. The former helps them to live lives worth living. The latter launches their careers. Studying introductory science does neither. No employer cares if you can explain radioactive decay. One semester of chemistry, or even several introductory science courses, are of little value to 99.9% of the organizations which might provide our students with internships and jobs.

Some other Great Books curriculums included required mathematics courses. Shouldn't NCF be similar?

No, because, in the modern world, math is no more useful than poetry.

This is not meant as a criticism of math, or of poetry. Both are important and beautiful. Both are worthy of study. But neither are important enough to be *required*. Virtually no jobs which our graduates take use math beyond algebra. Because our Techne course sequence covers so much from statistics, data science and computer

³ <https://www.hillsdale.edu/wp-content/uploads/2022/07/2022-23-Hillsdale-College-Catalog.pdf>

science, one might assume that it would require extensive mathematics, but it does not. No organization is going to pay our students to do math. They will get paid if they can make the computer do math.

Historical contingency and faculty disregard for students' goals explain the emphasis on math and other theory in many technical courses and majors. The Computer Science department at Harvard, for example, requires⁴ majors to take about 5 courses in which almost no coding happens. Learning the subtleties of NP-completeness does nothing to improve a student's ability to get the job she wants. Faculty, including NCF faculty, are not evil for insisting on these requirements. There is nothing wrong with learning calculus, just as there is nothing wrong with learning poetry. They may even believe that such courses help their students. And maybe they do. Studying poetry makes students smarter too! The issue is always one of costs and benefits. The material covered in Techne courses is focussed on those skills, and only those skills, which help students toward the futures that they want.

Will the Virtue sequence be Western or Global?

Most Great Book curricula have a traditional, Western or Classical, focus. But there is much to be said about a more global approach. The classic literature of China and India offers as much timeless commentary on the human condition as Homer and Adam Smith. If the mission of NCF is to be "the best college in the world," then it would make sense for the Virtue sequence to include the most important works of philosophy from around the world.

⁴ <https://seas.harvard.edu/computer-science>

Why are there eight courses in the Virtue and Techne curricula?

There is nothing magical about the number 8. It would be reasonable to have shorter or longer sequences.

First, an eight course sequence demonstrates the seriousness with which NCF takes its responsibilities with respect to Virtue. Boston College requires⁵ that students take two courses in theology. NCF cares much more about Virtue than BC cares about theology. Moreover, NCF has strong opinions about what material such a sequence should cover, material which requires several semesters to cover.

Second, the promise which NCF is making with regard to the Techne sequence is substantial. Learning technical skills which the outside world values takes more than one or two courses.

Third, there are advantages to a regular schedule, to covering some Virtue and Techne each semester, every semester. College is a journey and we want the members of each NCF class to take that journey together.

Fourth, requiring more than 8 courses in each sequence, for 16 courses total, makes it harder for students to major in a specific topic.

Fifth, requiring fewer courses than 8 would be reasonable, especially if the core requirement of 4 courses in each sequence in the first two years at NCF remained. For example, students who study abroad junior year would, presumably, be exempt from the 8 course requirement. The Yale Directed Studies program only requires 6 courses. Also, the senior thesis/capstone program might be adjusted to cover some of the same

⁵ <https://www.bc.edu/bc-web/schools/mcas/undergraduate/core-curriculum/core-requirements.html>

material in an 8 course sequence. Regardless, the core purposes of the two sequences would be too watered down if the number of required courses in each dropped below 4.

How will the Techne courses help students?

Every organization works with computers. Most organizations have more data than they can handle. Senior people always want to do more with computers --- especially in terms of the web --- and more with their data. They always need more skilled technical help, but they often lack the budget to hire. If our students have those skills, they will always have an advantage over applicants who do not.

Imagine that you are a department chair at Andover or a curator at MoMA or a program director at Gates. You are hiring an intern. You have a choice between two students: a Princeton student with a solid liberal arts education or an NCF student with that background and with an excellent set of technical skills. Who would you hire? A further benefit of devoting 1/4 of the curriculum to technical skills, much of it involving data analysis, is that doing so provides many opportunities for relevant lessons related to the natural sciences and mathematics. (Such topics are not important enough to merit entire required courses, but they will often provide excellent subject matter for Techne courses.) Students need to understand the process by which we make causal inferences about the world if you hope to help organizations succeed.

What other levers should the President/Board consider changing?

Instead of a policy by which faculty teach 2 courses each semester, NCF should require, instead, that faculty teach, say, 50 students each semester, with teaching defined as assigning them a final grade, whether for a regular course, a tutorial, or an independent study. Exactly how those students are distributed in terms of the different categories of instruction will vary across professors and departments. Such a requirement prevents recalcitrant faculty from offering courses with low enrollments. Instead, they have little choice but to “get with the program,” to sign up to teach Virtue or Techne courses. If they don’t teach 50 students per semester, NCF can dismiss them.

From: Richard Corcoran rcorcoran@ncf.edu
Subject: Re: Document shared with you: "Core Curriculum Summary May 2"
Date: May 3, 2023 at 1:57 PM
To: Carrie Benes benes@ncf.edu
Cc: Sandra Gilchrist gilchrist@ncf.edu, Maribeth Clark mclark@ncf.edu, Barbara Hicks bhicks@ncf.edu, Bradley Thiessen bthiessen@ncf.edu



Thanks Carrie. This is excellent.

Sent from my iPhone

On May 3, 2023, at 8:56 AM, Carrie Benes <benes@ncf.edu> wrote:

Here's a PDF you can circulate for division meetings.
Carrie

<Core Curriculum Summary May 2 for Div Mtgs.pdf>

On May 3, 2023, at 8:52 AM, Sandra Gilchrist <gilchrist@ncf.edu> wrote:

Looks good to me. Thank you.
S Gilchrist

On Wed, May 3, 2023 at 8:25 AM Carrie Benes <benes@ncf.edu> wrote:

Yes, I'm done with it if people think it's okay.
Carrie

On May 3, 2023, at 8:24 AM, Maribeth Clark <mclark@ncf.edu> wrote:

This looks polished and shareable. Does everyone agree? Can we "benchmark" it here for 5/2 and take it to meetings this afternoon?

Mb

On Tue, May 2, 2023 at 11:07 AM Carrie Benes (via Google Docs) <drive-shares-dm-noreply@google.com> wrote:

Carrie Benes shared a document



Carrie Benes (benes@ncf.edu) has invited you to **edit** the following document:



Core Curriculum Summary May 2

Open

Google LLC, [1600 Amphitheatre Parkway, Mountain View, CA 94043, USA](#)

You have received this email because benes@ncf.edu shared a document with you from Google Docs.

Google Workspace

Maribeth Clark (she/her)

Professor of Music

Chair, Division of Humanities

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+++++

Carrie Beneš

Professor of Medieval & Renaissance History

& Director, [Chart Your Course, New College's Curriculum for the Liberal Arts](#)

Division of Social Sciences

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Spring 2023 Office Hours: Thurs 9:30–11:30, ACE 106

Author, [Urban Legends: Civic Identity and the Classical Past in Northern Italy, 1250–1350](#) (Penn State Press, 2011)

Editor, [A Companion to Medieval Genoa](#) (Brill, 2018)

Translator, [Jacopo da Varagine's Chronicle of Genoa](#) (Manchester Medieval Sources, 2019)

Committee Co-Chair, New College Conference on Medieval & Renaissance Studies

<http://www.newcollegeconference.org>

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Professor of Biology and Marine Science
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Committee Co-Chair, New College Conference on Medieval & Renaissance Studies
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From: David Harvey dharvey@ncf.edu
Subject: Re: feedback on core curriculum proposal
Date: May 8, 2023 at 11:49 AM
To: Bradley Thiessen bthiessen@ncf.edu

The CYC-EPC discussion went well. Carrie shared her thoughts as CYC director and helped reframe some of my language in the draft around state curriculum regulations which we have to follow. We also talked about how we might reframe the Diverse Perspectives requirement into something around global perspectives, intercultural communication, or civil discourse.

I shared with you the spreadsheet of faculty responses to the survey. There is definitely a common theme: 16 courses is too many, and we need to provide flexibility to students to follow their interests and avoid creating hurdles that will make it harder for them to finish. There does seem to be a nucleus of support for a Great Books foundations course, but also some skepticism about it, and some questions on whether this would be an identical, unchanging seminar, or something more flexible.

This is a more medium to long term issue, but could you let me know where I can find the path to degree maps by discipline in the Google Drive? I believe it was a shared folder. Also, who in the Provost's Office should be the point person I work with--maybe Maneesha? A key part of the process of the working group I will lead will be to go over those to see how much leeway we have to expand the core curriculum, and where any specific course requirements could be slotted in.

I will work on my presentation today and tomorrow and try to get a draft to you by tomorrow afternoon. I'd appreciate it if you could take a look and let me know if there's anything that looks like a red flag.

Best,
David

On Thu, May 4, 2023 at 7:08 PM Bradley Thiessen <bthiessen@ncf.edu> wrote:

Thanks for taking the lead on this, David. I appreciate it.

That timeline represents the absolute quickest possible timeline I could create (that didn't completely ignore our regular process). It's in NO way the timeline we're required or expected to follow. I can send additional timelines I prepared (that aren't quite as scary), but the only important deadlines seem to be:

- As soon as possible: identify 4+ core courses to try out for Fall 2023
- By Fall 2024: have the core curriculum fleshed-out and ready to go

On May 4, 2023, at 3:22 PM, David Harvey <dharvey@ncf.edu> wrote:

Dear Colleagues,

As most of you are aware, an executive summary describing President Corcoran's vision for modifications to our core curriculum was shared for discussion at division meetings this week. The EPC and CYC have been asked to review the document, collect feedback, and begin work in this important area. While this will be an ongoing process that will carry over into the next academic year, and the document shared with us is a blueprint for future action rather than a fully developed curriculum, President Corcoran would like for some elements of this plan to be adopted very quickly. Consequently, there is a sense of urgency surrounding the new proposed pilot curriculum, and we would like to ask for your feedback on the proposal sooner rather than later. You can find the proposed pilot [curriculum timeline](#), [executive summary](#), and [framework here](#) (the same documents circulated for the Division Meetings). To that end, we have created two mechanisms:

Anonymous

[Please use this Google Form to submit anonymous feedback on the proposed pilot curriculum here.](#) You can submit responses multiple times, so if you think of something later please fill out the form again.

Collaborative

Here are two documents where you can share your feedback openly. Others will be able to see what you contribute and you may build upon each other's ideas:

[Share your thoughts on the proposed pilot curriculum here](#)

[Propose alternatives to the proposed pilot curriculum here](#)

The EPC will be working to synthesize your feedback with our analysis to be shared as a preliminary collection of feedback. If you have any questions please reach out to the EPC Chair, David Harvey, or your EPC Division reps (Katie Brion and Nassima Neggaz in Humanities; Kris Fennie and Athena Rycyk in Natural Sciences; David Harvey and Thomas McCarthy in Social Sciences).

Finally, the faculty will soon need to select new representatives to join those of us who will be continuing on the EPC next year. We encourage anyone who is interested in being a part of this process to consider standing for election.

Sincerely,
The EPC

THE LIT

--
David Allen Harvey
Professor of History and International & Area Studies
New College of Florida

--
David Allen Harvey
Professor of History and International & Area Studies
New College of Florida

From: David Harvey dharvey@ncf.edu
Subject: Re: first thoughts on core curriculum revision
Date: May 5, 2023 at 8:22 PM
To: Bradley Thiessen bthiessen@ncf.edu
Cc: Carl Shaw cshaw@ncf.edu, Carrie Benes benes@ncf.edu

Thanks, Brad. I was scrambling to get this out, and it may be a bit rushed--based on my conversations with you, with Carrie and Barbara, and with President Corcoran himself, it seems that we need to get something in place quickly. I confess I am still a bit confused about the Techne category--but if you think we can fold more of the general education requirements into that, so much the better. I think it would be good to get people more informed than I about that part of the equation in a working group to develop a plan for that area. I am personally more comfortable with the Virtue/Ethos side of things.

Carrie, when you get a chance, I'm particularly interested in your thoughts, since you've done more than anyone to frame our current CYC program. I think we can not only preserve many parts of that program, but also apply the AAC&U attributes your committee adopted for assessing CYC courses to the Virtue/Ethos and Techne designations (I'll let one of you classicists tell us how to pronounce the latter). I'm very open to any changes anyone wants to suggest.

Best,
David

On Fri, May 5, 2023 at 6:46 PM Bradley Thiessen <bthiessen@ncf.edu> wrote:

You work quickly, David!

I've only quickly skimmed through the document, but I like what I'm seeing. Incorporating things that work (SET SAIL, CYC), advancing initiatives opportunistically (internships for all, digital humanities), and forming the three working groups are all great recommendations.

I was going to comment on the distinction between the core and other general education requirements, but you already address my comment in the report: "Some of these categories may be integrated into the Foundational Common Core as this program is developed further." Writing, math/stats, and even NatSci labs could be squeezed into the Techne label, and I think we're more likely to get a quick approval if we pack as much as we can into the virtue/techne core framework.

I'll add some comments to the document this weekend. After the EPC/CYC Committee have their initial meeting, should I try to get us some time with President Corcoran? I don't know that we need to; I think I can simply give him an update that will let him trust the process. Then, assuming there's agreement to form some working groups, we can put out a call for faculty to join.

Thanks for putting in this effort!

(Oh, and I have absolutely no opinion on virtue versus any other word. I just want someone to tell me if it's pronounced tech-NAY, tech-NEE, or tech-NEH)

Brad Thiessen Interim Provost & VP for Academic Affairs
New College of Florida • 941.487.4104

On May 5, 2023, at 2:00 PM, Carl Shaw <cshaw@ncf.edu> wrote:

Thanks, David. I'm looking forward to going through the document, but I would second the switch from "Virtue." Logos, Arete, or Sophia would all be viable options too.

On Fri, May 5, 2023 at 1:52 PM David Harvey <dharvey@ncf.edu> wrote:

Dear Colleagues,

I have spoken with each of you about how we might go about developing a new core curriculum that would address President Corcoran's priorities while drawing upon New College's strengths and existing initiatives. I have been working on a draft document trying to chart such a path forward, which I share with you for comment. The proposal includes a Foundational Common Core, four courses which students would take either in the first year or the first two years, consisting of a two-part Great Books course, the Civic Literacy course, and a SETSAIL seminar. The proposal keeps almost all of the current CYC requirements, with the exception of the three electives, which would be replaced by the Foundational Common Core. I was less sure how to deal with the Techne side of things, but I have suggested a process by which people more qualified in the area than myself can develop some substance to flesh out the president's vision.

I welcome your thoughts, suggestions, and critiques--feel free to edit or annotate. I've structured the document in a report format, since I believe I have been asked to make a report, on behalf of the EPC, to the faculty meeting next week (!), but this may not be the final version of the report that I submit. I would also like to share this with the EPC/CYC joint meeting on Monday, so if there are any obvious red flags, please let me know. Finally (Brad, you're probably the best person to judge this), this needs to be something that President Corcoran can embrace as a "win" to sell to external constituencies, so it should be close enough to his original proposal to gain his support.

Here's the link:

https://docs.google.com/document/d/1ONXpInBtBYxBEHDomXH9IHAo918xzy2_/edit?usp=sharing&oid=108718598016388463684&rtpof=true&sd=true

Best wishes,
David

P.S. By the way, I much prefer Carrie's rebranding of the liberal arts core as Ethos rather than Virtue, since the latter opens us up to comical misunderstandings that we would have to certify whether NCF students have demonstrated their virtue. But I think we can give the president whatever "branding" he feels that he needs in order to sell the program to external constituencies, provided that we are able to flesh it out in ways that add up to a strong and coherent academic program.

--

David Allen Harvey
Professor of History and International & Area Studies
New College of Florida

--

David Allen Harvey
Professor of History and International & Area Studies
New College of Florida

From: Belle S. Wheelan bwheelan@sacscoc.org
Subject: Substantive Change
Date: March 13, 2023 at 3:58 PM
To:



Good afternoon,

We are happy to announce that the screening form to use to submit Substantive Changes electronically is now available on the Institutional Portal. The screening form can be started by pressing the **Create** button on the Sub Change tab of the Institutional Portal. This screening form will walk you through a series of questions which will help in validating the Substantive Change. Once submitted, the supporting documents are also automatically uploaded via the Portal.

If you have difficulty with this process, please send an email to Institutions@sacsoc.org.

THANKS!

Belle Wheelan

Belle S. Wheelan, Ph.D.
President
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033
(404) 679-4512
bwheelan@sacscoc.org

Summer 2023 Curriculum Working Groups

Great Works

Humanities

Nova Myhill (Chair)
April Flakne
J. Alberto Portugal
David Rohrbacher
Carl Shaw
Hugo Viera-Vargas
Jing Zhang

Natural Sciences

Pat McDonald

Social Sciences

Michael Gorup
Steve Graham

Non-Divisional

Jenn Wells

Techne

Humanities

Mariam Manzur-Leiva
Ashkan Tabatabaie

Natural Sciences

Chris Kottke (Chair)
Melissa Crow
Chris Pedersen
Mariana Sendova
Gerardo Toro-Farmer

Social Sciences

Tracy Collins
Tarron Khemraj

Non-Divisional

Travis Lee
Dwayne Petersen

Steering Group

Note: other members of steering group pending EPC elections

Humanities

Katie Brion

Natural Sciences

Kris Fennie
Athena Rycyk

Social Sciences

David Harvey (chair)

Non-Divisional

Maneesha Lal
Becky Noss

Summer Core Curriculum Working Groups

Complete this form if you're interested in joining one of the two summer working groups tasked with fleshing-out our new core curriculum.

Please respond by 5pm on Wednesday, May 24.

If you have questions, you can submit them with this form or email bthiessen@ncf.edu.

* Indicates required question

1. Email *

2. Please enter your name *

3. Which working group(s) would you be willing to join? *

Mark only one oval per row.

	Very interested in joining	Willing to join	No thanks
Ethos / Virtue / Great Works	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Techne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. This summer, I would generally be available to work: *

Check all that apply.

in-person

remotely / virtual

5. Do you have questions? Do you have details on your availability? Anything goes in this respon:

This content is neither created nor endorsed by Google.

Google Forms

From: Maneesha Lal mlal@ncf.edu 

Subject: Extracts from External Program Reviews

Date: April 11, 2023 at 2:42 PM

To: Matthew Lepinski mlepinski@ncf.edu, Bradley Thiessen bthiessen@ncf.edu, Emily Heffernan eheffernan@ncf.edu

Dear Matt, Brad, and Emily,

I have discussed the external program reviews with you at various points and I wanted to share with you the extracts I pulled from them. This document was shared with Suzanne and with President Corcoran several weeks ago.

Thanks,
Maneesha

Maneesha Lal, Ph.D. (she/her)
Assistant Vice President for Academic Affairs
Cook Hall 304
New College of Florida
5800 Bay Shore Road
Sarasota, FL 34243-2109
mlal@ncf.edu
941-487-4744



RC Statements
from E...s.docx

From: Bradley Thiessen bthiessen@ncf.edu
Subject: Interim Provost Report for April Faculty Meeting
Date: April 11, 2023 at 10:53 PM
To: Thiessen Brad bthiessen@ncf.edu
Bcc: faculty@ncf.edu



I'm out of town through Friday this week, so I'll have to miss the Faculty Meeting. You can still reach me through email, but it may take me awhile to reply. If you have any immediate concerns, please reach out to Nicole, Emily, Maneesha, or Frank.

Ok, on to my first report...

=====
Interim Provost's Report
Faculty Meeting, April 12, 2023
=====

Dear Colleagues,

Tensions are high, trust is low, and communication is lacking throughout our campus.

As I talk with members of our community — students, faculty, and staff — I consistently hear a sense of uncertainty:

*Do I have a future at New College?
Will I want to continue working/teaching/studying here?
Will I be able to take the courses I need to graduate?
Will I be able to teach my classes?
Will we attract and retain enough students, faculty, and staff?
What's our plan?*

To the extent to which I've contributed to that sense of uncertainty, I'm sorry. Let me try to ameliorate that by communicating what I've witnessed over the past few weeks.

(1) What is our plan?

I am certain that President Corcoran is fully committed to the success of New College, and success means enrolling more students. In a meeting this week with the Division Chairs, President Corcoran summarized what it will take to attract and retain top students:

(a) Infrastructure (and not just deferred maintenance). President Corcoran is regularly meeting with legislators to sell them on the idea of a world-class New College with top-notch facilities (residence halls, academic and mixed-use spaces) and best-in-class technology. Just think how easy it would be to recruit students if the appearance and utility of our campus matched the excellence of our academic program. Improving our infrastructure will take time, but I'm confident we'll get there.

(b) Student experience. At the March BOG meeting, President Corcoran touted the quality of the New College academic program and the tremendous value we offer to students. He noted, however, that we need to invest in improving the student experience. I've witnessed efforts and plans to improve food quality and availability, enhance student support services, and increase student activities on campus. In addition to taking full advantage of our waterfront, improving the outside-the-classroom student experience includes a renewed focus on athletics. If you have a chance, head over to Cook Hall to introduce yourself to Mario Jimenez, our Athletic Director, and hear his pitch for how athletics and academics fit together (and improve both).

(c) Faculty. As I wrote to students late last week, we are committed to helping all students graduate on-time by offering all the courses they need to fulfill their AOC requirements. To ensure we can offer these required courses, search committees are working to fill every open visiting and tenure-track faculty line. On top of this, we know the Legislature appropriated special funds for New College to hire additional faculty. In discussing this opportunity with the Division Chairs, President Corcoran stressed the importance of hiring highly qualified faculty who will help recruit and retain students. The quality and integrity of our academic program rests with our faculty.

(d) Sell New College. While the uncertainty around New College has made recruitment more challenging, President Corcoran, Kevin Hoefft, and our admission team are aggressively recruiting FTIC and transfer students for Fall 2023 with new articulation agreements, enhanced financial aid packages, campus visits, and admissions events. In addition to selling the value and outcomes of our academic program, we're looking to sell students on how they can grow alongside New College as we improve our infrastructure, enhance the student experience, and grow our faculty.

I'm not saying that's a full plan, but it's what I've witnessed in these past few weeks.

(2) Do I have a future at New College?

I sincerely hope you'll choose to stay at New College. One thing I've repeatedly heard from President Corcoran is that we're looking to add; not subtract. I'm hoping you see some great opportunities to continue at New College — opportunities to continue working closely with high-achieving students, to continue conducting your research, to recruit new students and faculty, and to solve some of the long-standing issues New College has faced.

And, selfishly, I hope you'll choose to stay and grow with New College because your Interim Provost could really use your help!

Thanks for your continued service and thanks for your patience,
Brad

=== Quick updates ===

March 28 Board of Governors (BOG) meeting

- The BOG approved our Student Success Plan monitoring report and released our remaining \$907,493 in performance-based funding. It looks likely that we'll need to develop another Student Success Plan for 2023-24 (which means we're likely to once again lose \$1.8M in performance-based funds).
- The BOG approved a public notice of intent to repeal BOG Regulation 8.015 (Academic Program Review). If repealed, we will no longer need to submit program reviews to BOG staff. Before anyone gets too excited, know that we'll still need to conduct program reviews regularly to satisfy accreditation standards.
- The post-tenure faculty review regulation (10.003) was approved. This regulation requires tenured SUS faculty to undergo a comprehensive post-tenure review every five years. The Council of Academic Vice Presidents continue to discuss implementation of this review process. We'll, of course, consult with faculty as we implement this process (which will, hopefully, just require minor tweaks to our current post-tenure review process).

Admissions and Enrollment Management

- David Boisvert leaves New College this week. Dave brought some much needed leadership and stability to the Enrollment Management team when he joined New College in November 2021. Dave might prefer to be known as the person who increased new student recruitment 30%, but I'll choose to remember him as the person who adds "r" to the end of the word "idea."
- Kevin Hoeft and the admissions team are working hard to bring in a top-notch class for Fall 2023. While we're currently down 31% in the number of new students intending to enroll, the Enrollment Management team has signed new articulation agreements (including one with Tallahassee Community College) and has sent out aggressive financial aid offers to students.
- We're seeing a large (+100-ish) year-over-year increase in the number of current students submitting housing applications for Fall. This may point to better-than-expected student retention and persistence into next year.

Summer Professional Development Funding

- The call for summer 2023 Faculty Development Funds went out on March 31. Please get your 1-2 page proposals submitted by April 25 for consideration. We have \$150k allocated for summer professional development, so let's make sure we invest every penny.

Faculty Lines / Hiring

- It's late, I know, but we're moving forward with our open visiting and tenure-track searches. President Corcoran has indicated a desire to fill those positions and hire additional faculty to attract students. Search committees will forward their recommendations on finalists to me for review. Again, we're much later in the year than we'd like to be with these searches, but I'm hoping we can work quickly to identify, recruit, and employ some great future colleagues.

Miscellaneous

- At the end of March, Jean Harris emailed faculty with an invitation to join the NCF Amazon Business Account. This will allow faculty to purchase supplies directly from Amazon. This process change allows NCF to eliminate reimbursement of sales tax, the ability to establish delivery options that allow for specific delivery days/times, and to reduce the amount of time the fiscal liaisons spend processing Amazon reimbursements.
- Remember to lock your office door at the end of the day. We've received reports of visitors entering College Hall and winding up in open faculty offices.
- The Academic, Student and External Affairs Standing Committee of the BOT meets from 3-4pm on Monday, April 17. The committee will review three amended regulations, including a proposed meal plan price increase (Regulation 3-1002) and amendments to align Regulations 4-2005 (Degree Program Planning and Approval) and 4-6001 (Institutes and Centers) with recently updated BOG regulations. The committee will also make recommendations on the tenure applications of five faculty.

Congratulations

- Congratulations to our 2023 NSF-Graduate Research Fellowship Awardees and Honorable Mention! Since 2005, NCF has produced 26 awardees and 9 honorable mentions. The NSF Graduate Research Fellowship is a very prestigious five-year award with three years of financial support for STEM graduate studies.
 - Corinne Laughrey - 2023 grad - Physics and Astronomy - Astronomy and Astrophysics
 - Mason Tedeschi - 2022 grad - now at Texas Tech U - STEM Education and Learning Research - Science Education
 - Elizabeth White - 2019 grad - now at University of Florida - Life Sciences - Evolutionary Biology (Honorable Mention)

- Congratulations also go out to the following students who will present their research this week at the 2023 NCUR (National Conference on Undergraduate Research) at the University of Wisconsin Eau Claire:
 - Francis FenandezGarcia - " Indigenous Representation in International Organizations: How Arctic Indigenous Peoples Cooperate to Address Climate Change"
 - Qadira Locke - "Women's Fashion and Sumptuary Laws in the Joseon Dynasty Korea (1392-1897)"
 - Sydney Haas - " The Measurement of Nitrates and Phosphates in the Sarasota Bay"

EXTERNAL ACADEMIC PROGRAM REVIEWS

From Board of Governors website on Program Review & Accreditation

(<https://www.flbog.edu/resources/academic/program-review-accreditation/>):

Academic program review has a lengthy history in the State University System of Florida, as efforts have been made to periodically analyze how degree programs provide students with high quality education and preparation for success in our global economy. Well aligned with regional and discipline-specific accreditation expectations, program review processes in the State University System must emphasize the assessment of student learning outcomes and continuous program improvement.

Board of Governors' Regulation 8.015 Academic Program Review requires the cyclic review of all academic degree programs in State universities at least every seven years. Program reviews must document how individual academic programs are achieving stated student learning and program objectives within the context of the university's mission, as illustrated in the academic learning compacts. The results of the program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level and, when appropriate, at the state level.

In Fall 2022, thirteen Areas of Concentration (AOCs) at New College of Florida underwent external program reviews, to conform with Board of Governors' Regulation 8.015 and to provide New College faculty and administration with independent and rigorous outside evaluations of program objectives and functioning and student learning outcomes.

All the following extracts are direct quotations from the external reviewers' reports.

HUMANITIES

Arts

Among our AOC reports, you will notice a theme of fantastic faculty utilizing their resources well and getting the most from an incredibly gifted and creative set of students. This institution is proud of what these students produce, and it should be. All of us marveled at these programs.

Art

Bruce Mackh
Vice Provost of Assessment and Chief Accreditation Officer
Wright State University

[Y]ou have the most admirable, capable, competent, dedicated, finest and most flexible faculty, who are working exceptionally hard to provide a creative education to the students at New College. Congratulations on hiring these exceptional faculty members! Please do what it takes to retain your faculty on behalf of the students at New College and for the sake of art and design in higher education.

Art History

Jenny Anger
Professor and Chair of Art History
Grinnell College

The art history department at New College did a superb job responding to recommendations from its 2013 external review...A price has been paid, however, namely that the expansion of initiatives has led to over-extension and the danger of burn-out. Thus many of the recommendations of the present review are aimed at making this extremely hard-working and successful department's endeavors more sustainable. KB is a gem, and New College should do all it can to keep her...and demonstrate commitment to this fine scholar, teacher, and organizer.

Music

Kaleb E. Goldschmitt
Associate Professor of Music
Wellesley College

It is difficult to imagine a more efficiently run music program at the liberal arts college level. With only two permanent members of the faculty, the program is doing surprisingly well at cultivating student interest in music. Like many programs at New College of Florida, the program has a large proportion of graduates who continue with music studies at the graduate level or who work professionally in music.

Exceptional teaching and student engagement in courses

I met three music students during my visit, all of whom seem to absolutely adore New College. These students love getting to dive into musical topics of their choice and they adore that the program gives them so much control over what they want to do.

Theater, Dance, and Performance Studies

Chloe Johnston
Associate Professor of Theater and Performance Studies
Lake Forest College

The TDPS faculty boasts a diverse collection of committed scholars who each bring unique and important skills to the department. It is rare to find such a range of talents and expertise in one small department, and even rarer to find a group so cohesive. It is clear that the faculty share a deep respect and a commitment to a common goal. They are able to work together to implement innovative programming and it is no surprise that this department is succeeding. The faculty described how they were inspired by the interdisciplinary program at the University of Chicago, and this choice of model is effective, given the nature of New College. As one faculty member said “theory is the place where everyone meets on campus” and it is apparent that while each individual has their own interests and practice, they have a shared language that allows them to collaborate. This also gives students an incredible amount of ownership over their educational success, and this serves them well as working artists.

The vision of Professors Nova Myhill, April Flakne, and Queen Meccasia Zabriskie in designing TDPS, their careful planning and resourcefulness, all should be commended. It is clear that their passion and many years of hard work has set this new department up for success. Individually, they are impressive scholars and artists in their own right. Collectively, they have managed to reach across disciplines to design a department that is innovative and rigorous.

NATURAL SCIENCES

Biology

Jim Gelsleichter, Ph.D.
Professor of Biology
University of North Florida

Despite their high teaching load and high advising load, all faculty also seem to be highly involved and productive in research, perhaps even more so than their counterparts at comparable institutions. This is beneficial given the emphasis that the department places on high-impact practices, such as independent research and student thesis projects.

Students consistently identified three primary strengths of NCF: 1) the comparative flexibility in developing academic plans, 2) the small class size; and 3) the strong mentorship they receive from a committed faculty.

Strengths: Student involvement in research and high-impact practices are clear strengths of the student experience at NCF.

Faculty and students consistently praised the facilities at NCF. In fact, many students identified their ability to directly work with advanced equipment as one of the key strengths of their academic experience.

Nitya Jacob, Ph.D.
Professor of Biology
Emory University (Oxford College)

Successful undergraduate research program. Faculty are conducting research in different areas of biology, giving students a variety of options to explore and discover knowledge. Students are successfully engaged in research and praise faculty for their hands-on mentorship and enthusiasm. Faculty and students are fully engaged in their discipline. Research is supported by external funding as well. There is support for student research and opportunities for them to join faculty research projects. This strength comes through clearly from all perspectives. Undergraduate research is a hallmark of the biology curriculum.

Strong cadre of ambitious faculty who are dedicated to undergraduate education. Our conversations with individual faculty and as a group revealed enthusiastic, passionate, creative, and engaged scientists and educators who are fully committed to student-centered learning and developing young scientists. They are contributing to the college in many ways with the common goal of providing a meaningful education to students. They are supportive of each other and willing to be flexible.

Computer Science

Anthony Kapolka
Associate Professor
Wilkes University

Interviews with (retained) students indicated that a strength of the major was career readiness. Students spoke highly of faculty across the board. Accessibility during office hours and quick return of assignments with meaningful feedback were the most frequent strengths mentioned.

My overall assessment is that this is a strong program with excellent faculty, fully aware of the challenges facing their program at New College. The administration should have every confidence in this program and investment in it would greatly help the school in these challenging times.

Mathematics and Applied Mathematics

Michael Brilleslyper, Ph.D.
Chair and Professor, Applied Mathematics
Florida Polytechnic University

As Florida's only public liberal arts college, NCF's educational mission is broadly focused on intellectual challenge, personal growth, discovery, and classical disciplines of study. Mathematics fits perfectly within this paradigm and the program at NCF does an extraordinary job providing a rich and challenging program. The AOC in mathematics has a long and enviable history of attracting high-caliber students and having them matriculate to some of the most prestigious graduate programs in the nation. Though numbers have decreased in recent years, the quality of the program has remained intact. The core faculty of four professors provide broad coverage of courses, work individually with students on theses, hold tutorials, and run a robust mathematics seminar. The result, for students in the program, is an immersive experience that moves far beyond rote learning and truly explores mathematics as a distinctive discipline and style of thinking. Students form deep bonds with the faculty and every student I spoke with commented on the commitment and dedication of the faculty towards their learning and development.

The small size of the program allows a deep relationship between faculty and students majoring in mathematics or applied mathematics. The relationship I observed was more akin to what happens in graduate school. This no doubt contributes to NCF students' successes in master's and PhD programs. Nationwide most undergraduates are not required to write a thesis. This individual research experience, a requirement at NCF, provides perhaps the most impactful piece of the NCF program. This type of academic work gives students a realistic look at what graduate school will be like. It further gives the students the opportunity to create and synthesize mathematics—the highest levels on Bloom's Taxonomy.

Perhaps the department's greatest strength lies in its faculty. The four core members of the department are impressive. They bring a strong educational background and high-quality credentials to NCF. They all conduct regular research with students, often leading to publications. The breadth of topics covered in the accumulated theses speaks directly to the versatility and commitment of the faculty. They are clearly strong mathematicians with a great sense of selecting problems accessible to undergraduates. From conversations I had with the faculty members, it is clear they are fully invested in their students. Several commented that interacting with students was the best and most meaningful part of their jobs.

Finally, I highlight the Math Seminar as an outstanding example of creating a true learning community among the students in the program. The seminar is held weekly, with both student and faculty speakers. Most students do not experience a regular seminar until graduate school. Providing the opportunity to undergraduates to both present their ideas and to critique the ideas of others is a true strength of the combined AOCs.

The way in which NCF operates, with its system of contracts, no grades, narrative evaluations, customized programs of study, courses, tutorials, and workshops, is fundamentally different from most colleges and universities. The mathematics AOC and the applied mathematics AOC are solid programs that operate within this system. The success of these programs depends on having a highly competent, dedicated faculty who are committed to the students' education. This is clearly the case for the mathematics faculty. Despite the concerns and challenges mentioned in this report, the mathematics faculty does an amazing job serving students wishing to pursue mathematics.

New College was designed to be different. I observed faculty and students who have embraced those differences as the strength of the college.

I understand that NCF is under pressure to increase enrollment. Addressing that concern is beyond the scope of this report. However, I believe having a small liberal arts honors college in the SUS should be a point of pride for the state. Moreover, the BOG should recognize that metrics used to measure performance at large R1 institutions are wholly inadequate to address the performance of New College relative to its mission. From my brief observations, the NCF mission is in good hands.

SOCIAL SCIENCES

Anthropology

Lee D. Baker
Professor of Cultural Anthropology
Duke University

The anthropology program at New College sure does a lot with a little. What impresses me the most is that each faculty member refuses to choose between teaching, research, and service. Each faculty member has a well-deserved national reputation because their research is equal to or succeeds their peers at major research universities. Collectively, each faculty member is committed to social justice, institutional responsibility, and leadership.

What unites this faculty is an almost zealous commitment to the care of each student. As a faculty, the program bestows a level of care upon each student (in both instruction and mentored research) that is nothing short of stunning. I talked with a group of students who articulated that the faculty's commitment and care motivate and inspire each student to do their best and become diligent and creative students and researchers.

The faculty, along with the administration and, of course, the students, have created a robust, transformative, rigorous, and even magical learning community...Students are competitive in the job market and even more competitive in graduate school placement. It is an

empirical fact that graduates of New College anthropology form an impressive pipeline to several very prestigious Ph.D. programs, including the University of Chicago, UNC-Chapel Hill, the University of Arizona, and of course, the University of Florida. Students are also very competitive for bids to law school, and master's in public health and public administration.

The program is rigorous and challenging, but the collective commitment to foster an ethic of care and curiosity motivates the students to push themselves and each other. The community of learning the students and faculty have created is inspiring and rare. It is inclusive in many ways, and not least is the diversity of student interests. Even though there are only four core faculty members, the breadth and range of subjects students pursue are astonishing.

In my opinion, the greatest strength of this program is that the faculty get the students job ready or ready for graduate and professional school by cultivating curiosity and empowering students' pursuit of original research in areas where they are passionate and enthusiastic. Students who authentically engage in scholarly pursuits create transformative experiences that make meaning out of their education.

Economics

Dr. Vikram Kumar
Professor of Economics
Davidson College

The Economics program at the New College of Florida is foundationally a very strong program that succeeds in fulfilling the learning objectives it has set for itself...The Economics faculty are highly accomplished, deeply committed to the educational mission, and very effective in advancing the interests of the students. Economics faculty stretch themselves to an admirable extent in offering an array of electives. The New College of Florida itself is a small gem in the world of liberal arts.

The recommendations reflect my excitement in assisting an impressive program in meeting the moment, thriving, and positioning itself to meet future challenges from a position of strength.

History

Leonard V. Smith
Frederick B. Artz Professor
Department of History
Oberlin College

Any report on the History AOC must begin with an effusive and well-earned tribute to

the History Department faculty. Seldom in my three decades in academia (and counting) have I met such a cohesive and committed group of colleagues. Without exception, the members of the History Department impressed me with their intelligence and their thoughtful approach to both teaching and scholarship. New College has chosen very well in putting together its History faculty.

In my meeting with students, they made clear that their rapport with the History faculty was the keystone not just of their engagement with the department, but with New College itself. In subtle ways, I tried to discern whether students appreciated how extraordinary their position was in being able to get to know such capable faculty so well in such small classes. I am pleased to report that they did.

In scholarship, the New College History Department sets an impressively high bar in both quantity and quality of research. Person per person, the department can look in the eye any liberal arts college in the country in this regard...We all know the challenges of sustaining a research career at a teaching-intensive liberal arts college. The New College History Department has risen to these challenges admirably. Not only have they all produced what so far as I can tell are first-rate first books, all have sustained their research subsequently. I remain confident that we can look forward to great things from them in the future in the realm of scholarly research.

Political Science

Ronald B. Rapoport
John Marshall Professor of Government Emeritus
College of William and Mary

My overall impression of New College, and particularly the political science program and those with whom I met, was extremely favorable. New College is a unique institution with unique strengths and challenges. The level of dedication of faculty and administrators (many of whom are also faculty) remains at as high a level as I have seen at a college. That the challenge remains one of resources is clear to faculty and administrators as well as to an outside observer.

Observations: Faculty

- I am amazed that over the past two years New College has offered (by my count) thirty-one unique courses (and only four repeat courses), with a faculty of 3 full-time faculty and one adjunct, who teaches one particular course. To put this into perspective, at William and Mary with a faculty six times as large we offer fewer than twice as many in a given two-year period.

Student Outcomes

- Graduates over the past three years (2020, 2021 and 2022), has included a Boren Fellow, a Fulbright, six students accepted to top PhD programs in political science, and five students accepted to Master's programs in political science, international politics, and applied statistics, two to law schools, and others already employed in GIS work, social media analysis, and AmeriCorps. This is an outstanding record.
- Considering the size of New College, this is an outstanding record, equaling or surpassing that of top liberal arts colleges in the US.

The Political Science program was a very good one eight years ago when I evaluated it, but the program has gotten even better and the training it provides must rank at the very top of undergraduate institutions. The curriculum covers a remarkable range of courses and the addition of the statistics/methods courses and the Quantitative Social Science AOC adds even more. That it can do so with such a small faculty is truly remarkable.

Students are very happy with their advising, mentoring, and opportunities....Students come out of New College very well trained, and with a great deal of writing experience, and the opportunity to present to wider audiences. The value of New College training is reflected in the strong track record of graduates going to top graduate programs as well as professional areas such as campaign work, and public and private sector work which demands the sort of skills the program provides.

That New College is so impressive and unique needs to be transmitted to a broad constituency for both fundraising and recruitment purposes. It is only in the level of financial and personnel resources that New College falls short.

Psychology

David Washburn
Professor of Psychology
Covenant College

Kathleen Galotti
Director of Cognitive Science
William H. Laird Professor of Cognitive Science
Carleton College

We believe your AOC faculty are incredibly dedicated to students and one another, are working hard, are making excellent use of the resources they have and in desperate need of some more. We hope our report helps the faculty obtain these much-needed assets, which will further strengthen an already high-performing program....The overall structure of the AOC is sound and strong.

We believe the faculty are doing an exemplary job of incorporating the career center and issues of planning for the future into their courses throughout the curriculum, most notably in the introductory psychology seminars and in the senior seminar. It is clear to us that faculty are intentionally conscious of the need to help students think about their future trajectories, and work to give them opportunities and feedback to chart their course.

Students expressed appreciation for the faculty's work with them and acknowledged the curricular purposes of various courses and the effort faculty put into teaching them.

The overall impression afforded by our visit to NCF and by our review of the self-study materials is that the faculty are highly motivated, engaged in impressive scholarship as well as intensive instruction, collegial and supportive of one another, and committed to the college and its students. The dynamic curriculum, with its emphasis on mentorship, seminars, tutorials, undergraduate research, and narrative evaluations, is distinctive.

It is clear that students adore, respect and appreciate the AOC faculty members, and that the faculty members adore, are proud of, and are greatly invested in the students.

From: Suzanne Sherman sherman@ncf.edu
Subject: Re: DATA REQUEST: Notice of Intent to Amend Regulation 8.015
Date: October 18, 2022 at 11:53 AM
To: Alexander Tzoumas atzoumas@ncf.edu
Cc: Christian Kinsley ckinsley@ncf.edu, Bradley Thiessen bthiessen@ncf.edu, Patricia Okker patokker@ncf.edu

We are in the midst of external reviews of many of our programs right now. Others have already been transmitted to the BOG. All current review summaries will be submitted by December 15. Maneesha Lal and Julie Morris are the point persons working on this, and I will send them the new language to get any feedback they have.

Suzanne E. Sherman, Ph.D. (*she/her*)
Provost and Vice President for Academic Affairs
Associate Professor of Chemistry
New College of Florida
(941)487-4200

On Tue, Oct 18, 2022 at 10:28 AM Alexander Tzoumas <atzoumas@ncf.edu> wrote:
Chris,

Per my conversation with the Chief Audit Executives and Board of Governor/s Audit Office, there's quite a bit of push-back on these changes. If passed as is, I will need to audit our compliance as well. The good news is the change is to a SUS BOG regulation and not a statute. So if it becomes overly cumbersome, it can be revised.

Cheers,

On Tue, Oct 18, 2022 at 8:29 AM Christian Kinsley <ckinsley@ncf.edu> wrote:

David brought this to my attention. It seems to me that we ought to discuss.

Chris

----- Forwarded message -----

From: David Smolker <david@smolkermathews.com>
Date: Mon, Oct 17, 2022 at 6:02 PM
Subject: Fwd: DATA REQUEST: Notice of Intent to Amend Regulation 8.015
To: Christian Kinsley <ckinsley@ncf.edu>

FYI.

Sent from my iPhone

Begin forwarded message:

From: SUS-Submissions <SUS-Submissions@flbog.edu>
Date: October 14, 2022 at 2:03:16 PM EDT
To: #SUS Data Administrators <SUS_DataAdministrators@fldoe.org>
Cc: #SUS CAVP <SUS_CAVP@fldoe.org>, #SUS Council for Admin/Fin Affairs <SUS_CAFA@fldoe.org>, "Hudson, William" <William.hudsonjr@fam.u.edu>, "Faerman, Larry" <lfaerman@fau.edu>, "Cordova, Mitchell" <mcordova@fgcu.edu>, "Bejar, Elizabeth" <bejare@fiu.edu>, "Miller, Kathryn" <kmiller@floridapoly.edu>, "Hecht, Amy" <ahecht@fsu.edu>, "Mull, D'Andra" <dmull@ufsa.ufl.edu>, dfugett@floridapoly.edu, amhass@ufl.edu, denise.wallace@fam.u.edu, gsolis@usf.edu, "Egan, Carolyn" <cegan@admin.fsu.edu>, carcasti@fiu.edu, "Leonard, Vee" <vleonard@fgcu.edu>, dkian@fau.edu, Youndy.cook@ucf.edu, "Stone, Karen" <kstone@unf.edu>, rdeiulio@floridapoly.edu, "DeLuca, Cynthia" <deluca@usf.edu>, "Frame, Adrienne" <Adrienne.frame@ucf.edu>, joseph.maleszewski@fam.u.edu, wfoster@fgcu.edu, trewill@fiu.edu, David Blanton <dblanton@floridapoly.edu>, ubaldwin@fsu.edu, atzoumas@ncf.edu, riyamu@fau.edu, robert.taft@ucf.edu, draniga@ufl.edu, julia.hann@unf.edu, vkalil@usf.edu, ctalbert@uwf.edu, "Lopez, Ruth" <rlopez@unf.edu>, swoolf@uwf.edu, "Thomas, S.Marjorie" <smthomas@ncf.edu>, "Tomso, Greg" <gtomso@uwf.edu>, "Andrews, Charlie" <andrewsc@fiu.edu>, HBwhite@ufl.edu, "Dosal, Paul" <paul.dosal@ucf.edu>, David Smolker <david@smolkermathews.com>, "Nelson, Lynn" <Lynn.Nelson@flbog.edu>, "England, Christy" <Christy.England@flbog.edu>, "Sikes, Emily" <Emily.Sikes@flbog.edu>, "Shirley, Vikki" <Vikki.Shirley@flbog.edu>, "Stowell1, Michael" <Michael.Stowell1@flbog.edu>
Subject: DATA REQUEST: Notice of Intent to Amend Regulation 8.015

MEMORANDUM

DATE: October 14, 2022

TO: Institutional Data Administrators

FROM: Dr. Christy England, Vice Chancellor for Academic and Student Affairs

SUBJECT: Notice of Intent to Amend Regulation 8.015

DUE DATE: **October 28, 2022**

Board staff propose an amendment to Board of Governors Regulation 8.015, Academic Program Review, to clarify requirements for seven-year program reviews, remove the requirement for review of limited access programs, and allow programs with specialized accreditation to use the results of accreditation or reaccreditation in place of academic program reviews.

The regulation requires institutions to conduct a sufficient review of academic degree programs that includes appropriate input from external experts. The amendment requires that institutions include the organization or university affiliation of experts participating in program reviews in all summary reports submitted to the Board office. The amendment also clarifies that recommendations in summary reports address areas in which program goals are not being met, students are not achieving learning outcomes, and resources are insufficient to achieve program goals or objectives.

With the recent amendment to Board of Governors Regulation 8.013, Specialized Admissions, the proposed amendment to this regulation removes the requirement for universities to assess a program's limited access status as part of the program review. Additionally, the regulation is amended to allow programs to use the results of the specialized accreditation or reaccreditation process in place of academic program reviews.

State University System institutions are invited to review the proposed revisions in the attached document and provide input before the potential formal notice of the regulation by the Board at its November 2022 meeting.

Submit a response in Word or PDF format via the Data Request System (<https://prod.flbog.net:4445/pls/apex/f?p=760>) by close of business **October 28, 2022**.

If you have questions regarding this request, please contact Mr. Michael Stowell at 850-245-9660 or Michael.Stowell1@flbog.edu or Dr. Lynn Nelson at 850-245-0060 or Lynn.Nelson@flbog.edu.

CE/me

CE/MS

Attachment

c: SUS Council of Academic Vice Presidents
SUS Council of Administrative and Financial Affairs
SUS Council of Student Affairs
SUS General Counsels
SUS Chief Audit Executives
Mr. Tim Jones
Ms. Vikki Shirley
Ms. Emily Sikes
Dr. Lynn Nelson

Jason Jones
Chief Data Officer
Board of Governors
State University System of Florida

--
Mr. Chris Kinsley, VP for Finance & Administration
941-487-4444
108 Cook Hall
New College of Florida

--
Alex Tzoumas, CIA, CISA, CFE, CRMA, CDPSE
Chief Audit Executive & Chief Compliance Officer
New College of Florida
5800 Bay Shore Road, Sarasota Florida
Cook Hall - Room 230
Office: 941-487-4441
Cell: 805-636-5944

From: Suzanne Sherman sherman@ncf.edu
Subject: Re: DATA REQUEST: Notice of Intent to Repeal Regulation 8.015, Academic Program Review
Date: March 7, 2023 at 5:05 PM
To: Bradley Thiessen bthiessen@ncf.edu
Cc: Hui-Min Wen hwenz@ncf.edu



I absolutely agree!

Suzanne E. Sherman, Ph.D.
Provost and Vice President for Academic Affairs
Associate Professor of Chemistry
New College of Florida
(941)487-4200

On Tue, Mar 7, 2023 at 5:00 PM Bradley Thiessen <bthiessen@ncf.edu> wrote:

I have no concerns about this. We'll still need to conduct program reviews to meet SACSCOC standards (and to, you know, actually improve our programs), but I'm ok with not having to submit those reports to the BOG.

Brad Thiessen Chief of Staff • SACSCOC Liaison
New College of Florida • 941.487.4104

On Mar 7, 2023, at 2:36 PM, SUS-Submissions <SUS-Submissions@flbog.edu> wrote:

MEMORANDUM

DATE: March 7, 2023
TO: Institutional Data Administrators
FROM: Dr. Christy England, Vice Chancellor for Academic and Student Affairs
SUBJECT: Notice of Intent to Repeal Regulation 8.015, Academic Program Review
DUE DATE: **March 17, 2023**

Board staff propose repealing Regulation 8.015, Academic Program Review.

Board of Governors Regulation 8.015, Academic Program Review, requires that the Board of Governors complete a review of all academic degree programs at State University System institutions at least once every seven years. These reviews are not required by statute. Therefore, Board staff propose to repeal this regulation and associated reporting requirements in light of the Chair's initiative to reduce reporting burdens.

State University System institutions are invited to review the proposed repeal in the attached document and provide input before the potential formal notice of the regulation by the Board at its March 2023 meeting.

Submit a response in Word or PDF format via the Data Request System (<https://prod.flbog.net:4445/pls/apex/f?p=760>) by close of business on **March 17, 2023**.

If you have questions regarding this request, please contact Mike Stowell at Michael.Stowell@flbog.edu or (850) 245-9660.

CE/kh

Attachment(s)

C:
SUS Council of Academic Vice Presidents
SUS Council of Student Affairs
Ms. Emilv Sikes

|| Mr. Mike Stowell

From: Christopher Combie combie@usf.edu
Subject: Re: [SUSSACS] Summer Meeting - Update #1
Date: June 8, 2023 at 9:05 AM
To: SUS Institutional Accreditation Liaisons sussacs@lists.unf.edu
Cc: Paul Carey pcarey@floridapoly.edu

Thanks, Tom; USF would benefit from a discussion of the changes to SUS program review processes from the repeal of BOG Reg 8.015. I can facilitate the discussion.

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From: SUSSACS <sussacs-bounces@lists.unf.edu> on behalf of Tom Dvorske <tdvorske@floridapoly.edu>
Sent: Thursday, June 8, 2023 8:52:37 AM
To: SUS Institutional Accreditation Liaisons <sussacs@lists.unf.edu>
Cc: Paul Carey <pcarey@floridapoly.edu>
Subject: [SUSSACS] Summer Meeting - Update #1

Colleagues—

I hope your summers are going well and you're finding some time to rejuvenate. As you recall, we decided in December that Florida Poly would host the Accreditation Liaisons' summer meeting. We have scheduled this meeting for Thursday, July 27th from 1pm-5pm and Friday, July 28th from 8am-12pm.

Information forthcoming to you in the next week:

1. Hotel accommodations,
2. Parking,
3. Other travel information, and so on.

In the meantime, I am developing an agenda and would like to solicit topics you would like discussed and if you're willing to present on an item, I'm taking all volunteers.

Tentative Agenda:

Thursday, 7/27

- 1:00 – 1:15: Welcome and Overview
- 1:15 – 2:00: Legislations, Boards – Where We Are and Where We (might be) Going – (Tom D, Poly; Tim L., UCF...???)
- 2:00 – 2:50:
- 2:50 – 3:05: Break
- 3:05 – 4:00: TOPIC TBD (possibly around HLC or other)
- 4:00 – 4:50: TOPIC TBD (Current Issues facing the system – open discussion with prompts)
- 4:50 – ... travel to hotel
- 6:30 – Dinner at ____ A really great place we'll set reservations for...

Friday, 7/28

- 8:00 – 8:30 – Coffee, etc., and conversation
- 8:30 – 9:25 – TOPIC TBD
- 9:35 – 10:25 – TOPIC TBD
- 10:35 – 11:25 – TOPIC TBD
- 11:25 - ??? – Lunch, catered or boxed ...

I am also open to any suggestions about adjustments to times to fit in more topics or what have you.

Best,
Tom

Tom Dvorske, Ph.D.
Vice Provost of Academic Affairs
SACSCOC Liaison
Florida Polytechnic University
4700 Research Way
Lakeland, FL 33805
Ph: 863-874-8544

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SUSSACS@lists.unf.edu
<https://lists.unf.edu/mailman/listinfo/sussacs>