

Breadth in the Core

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Current USD Core:

Indispensable competencies

written literacy
math competency
critical reasoning
second language

Traditions

ThRS (3)
Philosophy (1)
Ethics (Phil) (1)

Diversity of Human Experience

Diversity (D)

Horizons

History (1)
Literature (1)
Fine Arts (1)
Physical Science* (1)
Life Science* (1)
Social Science (2)

*one natural science course
must include a lab

Subcommittees:

Competencies

Catholic Intellectual
Tradition (CIT)

Breadth

+Integrations (LLC,
clusters, capstone,
service, etc.)

What is Breadth?

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Distribution options:
discipline-based
vs. something else

Modes of Inquiry

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 - provides places for non-traditional courses
 - encourages integration and interdisciplinarity

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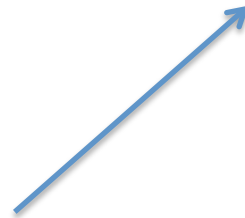
Proposed new Breadth distribution:

Historical and Literary Inquiry (1)

Social and Behavioral Inquiry (1)

Artistic Inquiry (1)

Scientific Inquiry (1 with lab)



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- students will take 5 or 6 courses to fulfill Breadth requirement.
- only two of the courses can be from the same department.
- cross-counting with other reqs' is likely.

Descriptions of the groups

Artistic Inquiry

Artistic inquiry reveals the ways that artistic practices at once reflect and shape the society in which they are produced. Through the study of the history, theory and / or practice of one or more of the arts, students come to understand the distinct vocabularies of form and structure that produce meaning. Students deploy critical skills to delve into works of art, architecture, music, and / or theatre within their historical contexts and experiential dimensions, questioning received knowledge and presuppositions. This domain of study elucidates the ways in which the arts operate as modes of reflection and of action—alert to the past while re-envisioning the future—from the local to the global.

One course will be required. We expect courses from the arts will make up the majority of the offerings, but the contribution by any other unit is possible.

Additional points

- The names of the groups are familiar.
- Most current Core courses already fit somewhere.
- The structure encourages interdisciplinary course options (and movement towards team-teaching or co-teaching).
- A Smaller Core *enables* more students to consider a minor.
- Allowing two courses from one department *encourages* students to consider minors.

Challenges?

- Where to put “interdisciplinary” courses?
- A less prescriptive structure....