

**Proposal for the Core Curriculum  
University of San Diego**

**Summary Report Submitted for Faculty Review**

**by**

**Core Planning Committee  
December 2013**

The Core Planning Committee is proposing a core curriculum that offers a developmental approach for key areas of learning and that facilitates interdisciplinary integration grounded in the liberal arts. USD's Catholic identity is expressed by the infusion of the Catholic intellectual tradition throughout the core curriculum, but is specifically articulated in courses that emphasize theological and religious inquiry, ethical theory, and inclusion and social justice. The USD core will comprise a dynamic set of courses and experiences that are the heart of every student's education guaranteeing an integration of knowledge that will complement any field of study and prepare students to be ethical and effective leaders.

## **Why Core Revision?**

The Core Curriculum is the expression of the two great traditions that animate the University of San Diego: liberal arts education and Catholic higher education. The Core Curriculum expresses the ethos of our university, and it is a principle part of what makes USD an extraordinary learning environment. It is the primary mechanism for uniting faculty from different disciplines in the common pursuit of knowledge and understanding. And while the Core is a bastion of intellectual traditions and values, it is also a moving reflection of the changing world. There are inner rings reaching back to the *trivium* and the *quadrivium*, and others that later emerged out of the general education reform movements of the last two centuries, but the tree continues to grow and branch into the complex realities of the present. So, it is our responsibility as faculty, periodically, to revisit and rethink the Core.

A liberal arts education provides breadth of learning, as students are encouraged to take courses that they might not choose on their own. This is the strength of our current Core Curriculum, which distributes the course requirements over a wide range of disciplines and areas. The current core curriculum, however, lacks specific and intentional opportunities for students to integrate knowledge. Furthermore, the current core requirements make it difficult for many students to explore elective courses, complete a minor, or for some even to graduate in four years. The goal of the core revision process is to create a curriculum in which students can explore various ideas, grapple with complex questions, learn how concepts relate across disciplines, and apply their knowledge to issues beyond the classroom. As the embodiment of our identity as a university, it is critical the Core represent our collective goals and aspirations.

The most recent revision of the core curriculum was articulated in a report to faculty in October 2004. The most significant changes included adding a diversity (D) requirement and the creation of a university-wide committee that reviews courses for inclusion in the core curriculum. In Spring 2011, the learning goals of the core curriculum were consolidated and revised for better alignment with the intended outcomes.

In the current proposal, faculty have outlined the pedagogical vision for a new core curriculum that is grounded in the liberal arts taking into account the Catholic character of the University. This proposal is based on methodical research, personal experience, and the culture of USD.

This document offers summary recommendations for a new core curriculum and a proposal for curricular review. Detailed reports related to each component can be found at [www.sandiego.edu/core](http://www.sandiego.edu/core). The recommendations are based on consensus building among different faculty groups. A full 90% (25 yes; 3 no) of the CPC members approve distributing the proposal for faculty consideration.

## Core Curriculum Proposed Model

<b><i>Integrative Learning</i></b>	
First Year Integration Seminar	2 (2 units) 1 unit each semester
Advanced Integration Project	1 (1 unit) component of core or major capstone
<b><i>Foundation:</i></b>	
<b><i>Catholic Intellectual Tradition</i></b>	
Theological and Religious Inquiry	2 (6 units)
Philosophy	1 (3 units)
Ethics	1 (3 units)
Inclusion and Social Justice	2 Flagged developmental courses
<b><i>Exploration</i></b>	
5 courses total (16 units distributed below)	
Artistic Inquiry	1 (3 units)
Historical and Literary Inquiry	1 (3 units)
Social and Behavioral Inquiry	1 (3 units)
Scientific Inquiry	1 (4 units) including lab
<b><i>Indispensable Competencies</i></b>	
<i>With Developmental Sequences In:</i>	
Writing	1 (3 units) in the first year, 1 flagged course above 100 level, embedded in capstone project
Oral Communication	Embedded in First Year Seminar, 1 flagged course above 100 level, embedded in capstone project
Critical Thinking and Information Literacy	Embedded in First Year Seminar, embedded in breadth courses, embedded in capstone project
Second Language	1-3 (3-9 units)
Mathematical Reasoning/Problem Solving	1 (3 units)
Quantitative Reasoning	1 flagged course above 100 level
<b>TOTAL NUMBER OF UNITS</b>	40 - 46 units

## Current Core Curriculum

<b>INDISPENSABLE COMPETENCIES</b>	
Written Literacy (Composition and Literature, upper division "W")	2 courses (6 units)
Mathematical Competency	1 course (3 units)
Logic (taught by Philosophy or Mathematics)	1 course (3units)
Second Language Competency	1-3 courses (3-9 units)
<b>TRADITIONS</b>	
Theology and Religious Studies	3 courses (9 units)
Philosophy (excluding logic, one upper division ethics)	2 courses (6 units)
<b>HORIZONS</b>	
Humanities and Fine Arts (one history, one literature, one fine arts)	3 courses (9 units)
Natural Sciences (one physical, one life, one lab)	2 courses (7 units)
Social Sciences	2 courses (6 units)
Diversity of Human Experience, "D"	1 course (3 units)
<b>TOTAL NUMBER OF COURSES/UNITS</b>	16-18 courses (48 - 54 units)

## **Foundation: The Catholic Intellectual Tradition**

One of the principal ways USD expresses its Catholic character is by incorporating the Catholic intellectual tradition into the core curriculum. This tradition includes the study of theology, religious studies, philosophy, ethics, and studies in inclusion and social justice. In addition, through its core, the university fosters community, integration of knowledge and intellectual rigor. The mission of USD is enacted in the core curriculum through pedagogical innovation.

### *Theological Inquiry and Religious Studies*

The study of theology and religion is a distinguishing characteristic of a Catholic university because these courses offer the opportunity for a disciplined and systematic exploration of life's meaning and the integration of faith and reason. The pursuit of theology and religion invites discernment of significant truths about reality, faith and human existence. The academic study of religion (theology and religious studies) is uniquely suited to explore religious meaning, to help students probe religion as a constitutive element of human experience and values, and to help them acquire skills for engaging diverse dimensions of religion with openness and respect.

Two courses will be required -- one lower division and one upper division. It is expected that THRS would make up the majority of course offerings, but the contribution by other units is possible.

### *Philosophy*

The academic study of philosophy is a distinguishing characteristic of a Catholic university and a liberal arts education. It uniquely allows students to understand and articulate comprehensive and fundamental questions about human existence and experience, about themselves and the world. One course is required.

### *Ethics*

The study of ethics emphasizes the development of ethical reflection, judgment, moral responsibility, and action. Of traditional and particular significance in the intellectual and personal development of students studying at a university grounded in the Catholic intellectual tradition, it evokes broad inquiry regarding the foundations of morality, ethical principles, and the application of these principles through reasoned reflection and critical engagement with real human and social concerns and problems.

One course is required. It is expected that courses in Philosophy would make up the majority of course offerings, but the contribution by any other unit is possible.

### *Inclusion and Social Justice*

The study and experience of inclusion and social justice fosters an informed appreciation of different experiences and perspectives as well as a range of intellectual and cultural traditions. This includes opportunities to explore more than one's own limited experience and to engage others within and outside the community always recognizing that the inherent dignity of each

person is an integral part of the Catholic intellectual tradition. It requires direct engagement with inclusion and difference with an eye toward fostering and embracing social justice.

Two courses are required and at least one must focus on domestic diversity. Important note: Transnational linkages between the local and global are strongly recommended to be offered as a two-part course sequence -- underscoring a cumulative experience bringing together knowledge, comprehension and experience of social justice.

Courses that meet ISJ learning outcomes may be used to satisfy areas within breadth, other CIT areas and/or the major.

Please refer to the [www.sandiego.edu/core](http://www.sandiego.edu/core) website to access the complete CIT report.

### **Integrative Learning and a Developmental Approach**

Integrative learning is an approach that creates an opportunity for students to make connections among ideas and experiences to synthesize knowledge. The definition of integration is multifaceted and includes courses and experiences that provide students with opportunities to make connections between disciplines, apply knowledge in a variety of contexts, make connections between curricular and co-curricular activities, and to synthesize Core competencies.

#### *First Year Integration Seminar*

Each student will participate in a first year seminar that will include a one unit course in each semester. The fall semester course would be linked to the LLC theme and will enable students to understand the interdisciplinary nature of the LLC and provide a basic introduction to the ways in which different disciplines approach issues, frame questions, and solve problems. The one unit course could meet once every two weeks for two hours. The course could be structured to allow one hour of lecture and one hour of breakout sessions. Each faculty member in the LLC theme would be responsible for doing a lecture once during the semester.

During the Spring semester, the one-unit seminar will continue integrative lessons incorporating a structured element related to the Catholic intellectual tradition with attention to community engagement. Specifically, this one unit seminar to focus on the ways different disciplines engage the community, the ethical considerations involved, and the responsibilities that faculty in different disciplines have to the public more broadly. This seminar would also provide students with at least one "field experience" where they would visit a community site where USD engages in community service learning. There would be a final project at the end of the spring semester that would demonstrate how students integrated the knowledge from their LLC themed experience. Key competencies would be embedded through the first year to provide a college level introduction to critical thinking, information literacy, and oral communication.

The additional workload associated with the first year integration seminar will be fairly compensated. As the implementation process unfolds, details regarding faculty load will be discussed.

#### *Advanced Integration Project or Seminar*

During the final year, each student will complete an advanced integration project that demonstrates evidence of critical thinking, information literacy, skillful writing, oral

presentation, and the synthesis of knowledge. This requirement can be satisfied within the major or be a course that meets other core knowledge requirements. The goal of the advanced integration project is to demonstrate the culmination of the developmental approach across the core curriculum. Students will have multiple options to satisfy this component which include, but are not limited to research seminars, community service projects, and internships. To satisfy the integration requirement, the experience would require that students demonstrate how the interdisciplinary components of the core inform their specific field of study.

Please refer to the [www.sandiego.edu/core](http://www.sandiego.edu/core) website to access the complete Integration report.

## **Exploration Through Breadth**

The Catholic intellectual tradition invites the rigorous pursuit of knowledge across the liberal arts. In the new core curriculum, the breadth component is articulated as a “Modes of Inquiry” structure. This structure recognizes the commonalities among diverse disciplines in the ways information is generated, perceived, and analyzed. Thus, courses are grouped not by discipline, but by the kind of inquiry and perspective they employ. A simple way to make our groups more inclusive and integrative is through the name: by changing nouns to adjectives—for example, Art to Artistic Inquiry--we unlock the gates between traditional categories and allow for the possibility of courses that integrate diverse content but use similar modes of inquiry. Moreover, we expect that more inclusive, integrative definitions of the course groupings will inspire new courses that will exemplify these connections, and existing courses will be inspired to broaden their perspective.

Faculty will have the opportunity to submit courses in various inquiry areas that may be outside their specific area in the current core. As the academy moves to a more interdisciplinary approach in multiple areas, new faculty come to USD with modes of inquiry that challenge traditional categorization.

We propose an Exploration (breadth) requirement of five courses, chosen so that at least one course is taken from each of the following four Inquiry groups. A student may not take more than one course from any one department to satisfy breadth. It is expected that all courses in the Exploration area would embed critical thinking and information literacy.

### *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.

### *Historical and Literary Inquiry*

Historical and literary inquiry seeks to understand both the past and present by revealing the ways in which texts (written works, cultural products, artifacts, etc.) render the infinite facets of human experience across historical periods, geographical boundaries, and diverse political and social contexts. As students probe literary theory, the assumptions of periodization, and the interstices among genres, they learn to critically analyze or create original poetry, prose fiction, creative nonfiction, drama, and/or other cultural products. Students come to understand the formal features of a text, deploy techniques in close reading, and interpret primary and secondary sources. Through the in-depth study of history and historiography, students develop the capacity to examine truth claims and think historically as they recognize the reciprocal relationship of social context and individual action.

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

### *Social and Behavioral Inquiry*

Social and behavioral inquiry examines how and why individuals and societies develop, evolve, and function. This inquiry probes the mechanisms and dynamic processes that shape who we are and what we can become. Students think systematically about humans, societies, organizations and their interactions. Within the framework of theoretical and methodological perspectives, students evaluate evidence and apply this understanding to contemporary issues.

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

### *Scientific Inquiry*

Scientific inquiry employs science to generate new knowledge about the world and employs engineering and technology to apply this knowledge. The impact of science and engineering on our daily lives is enormous and ever growing, necessitating an informed citizenry. Scientific and technical literacy is gained through guided inquiry that includes hands-on opportunities to formulate hypotheses, conduct experiments, analyze data, and interpret results. Students are expected to develop scientific models, create algorithms, or engineer solutions. These activities will allow them to understand better how science, engineering, and technology are used to identify and solve complex problems that face society in the 21st century.

One course with lab will be required; any additional courses chosen from this group need not include a lab. We expect courses from the sciences, engineering, and computer science will make up the majority of the offerings, but the contribution by any other unit is possible.

Please refer to the [www.sandiego.edu/core](http://www.sandiego.edu/core) website to access the complete Breadth report.

## **Indispensable Competencies**

The core curriculum offers a developmental approach to key areas of learning that have been identified as necessary components of a core curriculum by WASC. These five competencies include written communication, oral communication, critical thinking, information literacy, and quantitative reasoning. At USD, the core curriculum addresses the following competencies:

written communication, oral communication, second language, critical thinking, information literacy, mathematical reasoning and problem solving, and quantitative reasoning.

Including flag designations will identify where competencies are embedded in course content and assignments. It is expected that faculty already include many of the competency components; the new core structure will make achievement of these skills more transparent to students.

### *Written Communication*

The writing process must be fully embedded within multiple contexts with different purposes and audiences, appropriately address widely varying content, and be fully sensitive to the conventions of different disciplines and genres. It is a process that requires reflective iteration throughout our students' education, beginning in the first year and culminating in a senior-level capstone project.

Foundational first-year course: A writing course must be completed during the first year. Initially, the First-year Writing Course may focus on literature in English or could be expanded to include other genres and disciplines across other academic divisions and units. We recommend that it be given a course designation such as WRIT (writing) or FYW (first-year writing) to distinguish it as a core course.

Flagged Course above 100-level: Students will also be expected to take at least one flagged course above 100-level. These courses may be taken in the core, in the major, or as electives provided they meet the learning outcome requirements.

Capstone experience: The process of writing should culminate in the capstone project, whether this project is embedded in a course for the major or the core or is accomplished independently through community service or other co-curricular context.

### *Oral Communication*

The core curriculum will provide opportunities for students to enhance oral presentation skills including a requirement for an oral communication component throughout the core. The definition of oral communication is from the *AAC&U Value Rubric for Oral Communication*: "Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors." Faculty should be able to evaluate individual speakers, including participants who are presenting in panels or groups. Additionally, the presentations should be of sufficient length so that the outcomes can be achieved.

Foundational First-Year Curriculum: the outcomes for oral communication are embedded within the first-year one-unit requirements for integration and would require a student presentation in the Spring semester.

Flagged course above 100-level: Students will also be expected to take at least one flagged above 100-level course. These courses may be taken in the core, in the major, or as electives across a variety of disciplines provided they meet the learning outcome requirements.

Capstone experience: The oral communication competency should culminate in the presentation of a capstone project, whether this project is embedded in a course for the major or the core or is accomplished independently through community service or other co-curricular context.

### *Critical Thinking and Information Literacy*

The core curriculum will intentionally embed elements of critical thinking and information literacy in various areas. Critical thinking is defined as the students' ability to explain an issue/problem, gather support for a claim, consider assumptions, construct a thesis, and reach conclusions. In order to achieve these goals, a student must be able to collect reliable and relevant information. Information literacy provides students with the necessary skills to gather and analyze various sources of information. Specifically, students will be able to determine the extent of information needed, access the needed information through well-designed search strategies, evaluate the credibility of the information, use the information to accomplish a specific purpose, and uses information ethically and legally.

It is evident that critical thinking and information literacy outcomes are naturally accomplished in many courses. The current proposal is not intended to have faculty reinvent how they teach discipline specific research strategies. It is to identify where students are learning and applying these skills by including the CTIL designation.

CTIL goals will be embedded in core courses, major courses, or electives.

### *Mathematical Reasoning and Problem Solving*

Mathematical reasoning is defined as creating, following, and assessing chains of mathematical arguments; explaining, interpreting, and correctly applying definitions, theorems, and results; having familiarity with the idea of mathematical proof, including the ability to understand and explain simple proofs, to understand and derive mathematical formulas, and to recognize the difference between proofs and informal arguments. The language of mathematics is used to model real-world processes. Mathematical models enable us to describe and study the behavior of these processes, which can allow us to discover and describe phenomena and properties of these processes that were not easily noticeable without the use of the model. The language of mathematics is independent of any field and it is often the bridge that allows experts in different fields to communicate and work together and expand our current body of knowledge.

Mathematics offers an indispensable foundation and the CPC recommends that the MRPS course be taken in the first two years. All students will be assessed by either successfully passing a mathematical competency exam or by completion of a MRPS core mathematics course. Students may take an additional math course, which could also satisfy the quantitative reasoning (QR) requirement.

### *Quantitative Reasoning as Inquiry and Competency (Literacy)*

Quantitative reasoning refers to the ability to convert relevant information into mathematical forms (e.g. equations, graphs, diagrams) and to derive meaning from data presented graphically or in tabular form. Furthermore, students need to evaluate the validity or quality of data and express quantitative evidence in support of an argument, while recognizing the assumptions and limitations of the information. For example, students need to have the skills to understand data tables and other information presented in the popular press.

Courses flagged as QR courses will help students explain mathematical information, make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis and make and evaluate assumptions in modeling, estimation, and statistical tests and be able to communicate information to others. The QR-flagged courses may be in the core, electives, or in majors.

### *Second Language*

Second Language proficiency refers to the ability of students to achieve basic proficiency in a second language in speaking, listening, writing, and reading. It is recommended that cultural competency is a component of language courses. It is recommended that the language requirement is completed in consecutive semesters if students must take more than one course. Students must pass the third semester of their chosen language.

Please refer to the [www.sandiego.edu/core](http://www.sandiego.edu/core) website to access the complete Competencies report

## **Recommendations for Curricular Review**

The jurisdiction of the core curriculum is established by the Senate constitution and by-laws.

### ARTICLE III: JURISDICTION

1. The Senate shall have jurisdiction to accomplish its purposes, provided that matters at issue be of University-wide interest or concern and not essentially intra- school, whether by tradition or agreement.
2. Matters of University-wide interest or concern, unless excepted by tradition or agreement, include (a nonexclusive listing):
  - a. The undergraduate general education program.

Senate BY-LAWS

### ***ARTICLE I: JURISDICTION***

#### Section A: General Education

The Senate has jurisdiction over general policy guidelines concerning the general education program as it applies to undergraduate students in the Schools and Colleges granting baccalaureate degrees. The Senate shall ensure that general education reflects distribution in the fundamental areas of knowledge indispensable in an undergraduate education in the Judeo-Christian tradition. However, for a matter pertinent to general education to be within the Senate's jurisdiction, that matter must directly affect the undergraduate students when at least two Schools/Colleges have not reached agreement regarding the matter. For the purposes of this section, Diversified Liberal Arts students shall be considered students of both the College of Arts and Sciences and the School of Education.

It is the recommendation of the CPC that the Senate respond to this charge and form a Senate Core Curriculum Committee. The committee shall be comprised of representative proportionality that is calculated based on the representation on the Senate, but include only representatives from units with undergraduate programs.

Charge of the SCCC: Review an annual report from each area committee that identifies new courses approved for the core curriculum. This committee handles appeals when a course is not approved by a standing committee. It is responsible for meeting Academic Program Review (APR) guidelines for the core curriculum.

## **Core Area Committees**

The CPC recommends the creation of three standing committees that include representatives from area experts from CAS, SBA, and Engineering. These committees would recommend courses to meet the requirements of the core components. Each committee would submit a report listing the courses approved each year. Courses that are rejected by a committee may be appealed at the Senate Core Curriculum Committee.

The broad committee areas are outlined below. It is expected that during the implementation phase of the new core detailed charges and specific recommendations for representatives will be outlined.

### *Breadth and Integration*

The charge of this committee will be to review courses for consideration in the breadth area and to ensure that the integration courses in the first and final year are meeting learning outcomes. The committee membership would include representatives who teach in the four Inquiry groups and would ensure communication between areas so an overview of breadth course offerings can be identified.

### *Catholic Intellectual Tradition*

The charge of this committee is to approve courses that meet learning outcomes in the CIT area and include theological inquiry and religious studies, philosophy, ethics, and inclusion and social justice. The committee membership would include a majority of faculty from THRS, PHIL, and Ethnic Studies, but also include at-large members.

### *Competencies*

The charge of this committee is to ensure that embedded competencies are met in various courses. This committee will review courses that are in one of the Inquiry groups or in a major, but will carry an additional designation for a competency(ies).

## **Assessment of Core Curriculum**

Every program at USD is part of the Academic Program Review (APR) cycle. It is the recommendation of the CPC to include the Core Curriculum as a program that would follow the guidelines outlined by the Academic Review Committee (ARC). To be consistent with the timeline of other USD programs, the Core shall be reviewed every six years. The Senate Core Curriculum Committee would be responsible for meeting the Academic Program Review guidelines. Student achievement of core learning outcomes and competencies would be evaluated by implementation of the core's assessment plan.

It is the recommendation of the steering committee that a mid-cycle review of the new core occurs in the third year after implementation. If faculty determine that the new core is structurally, pedagogically, or in other ways problematic, it is recommend that immediate action take place to evaluate remedies.

## Example Schedules for the First Year

<b>Sociology</b>	<b>Fall</b>	<b>Spring</b>
	SOCI 101 (Preceptorial)	SOCI 216
	Integration Seminar (1 unit connected to LLC theme and preceptorial)	Integration Seminar (1 unit connected to LLC cohort class*)
	Math 112 (MR/PS)	First Year Writing course
	CIT course	Breadth course*
	Language course	CIT course
		Language course
<b>Marine Science (Biology Pathway)</b>	<b>Fall</b>	<b>Spring</b>
	BIO 190 (Preceptorial)	MARS 220
	Integration Seminar (1 unit connected to LLC theme and preceptorial)	Integration Seminar (1 unit connected to LLC cohort class*)
	CHEM 151/151L	CIT course*
	Math 150	CHE 152/152L
	First Year Writing course	BIO 221/222L
		Language course
<b>Business Administration</b>	<b>Fall</b>	<b>Spring</b>
	Econ 101 (Preceptorial)	Econ 102
	Integration Seminar (1 unit connected to LLC theme and preceptorial class)	Integration Seminar (1 unit connected to LLC cohort class*)
	Math 115 or 130	Breadth course*
	First Year Writing course	ITMG 100
	CIT course	CIT course
		Language course
<b>Electrical Engineering</b>	<b>Fall</b>	<b>Spring</b>
	ENGR 101(Preceptorial)	ENGR 102
	Integration Seminar (1 unit connected to LLC theme and preceptorial class)	Integration Seminar (1 unit connected to LLC cohort class*)
	Math 150	CIT course*
	CHEM 151/151L	Math 151
	First Year Writing course	PHYS 270
		Language course

## BIOLOGY MAJOR PLUS CORE

	<b>Fall</b>		<b>Spring</b>	
<b>First Year</b>	Major Preceptorial (Bio 190)	3	Major Prep (Bio 221/L)	4
	Major Prep (Chem 151/L)	4	Major Prep (Chem 152/L)	4
	<i>Integration Seminar</i>	1	<i>Integration Seminar</i>	1
	<i>First Year Writing</i>	3	<i>History Breadth 200 (ISJ)</i>	3
	<i>Math 150</i>	4	<i>CIT (Phil)</i>	3
		15		15
<b>Second Year</b>	Major Prep (Bio 225/L)	4	Major (Bio 300)	3
	Major (Bio 305)	3	Major (Bio 309) (QR)	2
	Major Prep (Chem 300/L)	4	<i>Comm Breadth 200 (W &amp; O)</i>	3
	<i>Music Breadth 200</i>	3	<i>Language 102</i>	3
	<i>LD CIT (religion)</i>	3	<b>Elective/minor</b>	3
		17		14
<b>Third Year</b>	Bio UD lab elective	4	Bio UD lab elective	4
	Major Prep (Phys 136/L)	4	Major Prep (Phys 137/L)	4
	<i>Language 201</i>	3	<i>CIT (Ethics)</i>	3
	<i>English Breadth 200 (W)</i>	3	<i>UD CIT (religion)</i>	3
	<b>Elective/minor</b>	3	<b>Elective/minor</b>	3
		17		17
<b>Final Year</b>	Bio 490/L	4	Bio UD lab elective	4
	Bio UD elective	2	Bio Capstone Seminar	2
	<i>Art Breadth 300 (ISJ)</i>	3	<i>Advanced Integration</i>	1
	<b>Elective/minor</b>	3	<b>Elective/minor</b>	3
	<b>Elective/minor</b>	3	<b>Elective/minor</b>	3
		15	<b>Elective</b>	1
				14
			Total = 124 units	

The Biology program was chosen as an example because it represents larger majors. Two second-language classes are assumed here. Core courses (43 units) are noted in italics, electives (29 units) in bold. Flags (i.e., ISJ, W, QR, and O) are noted in parentheses.

## The Core Planning Process

<b>Timeline</b>	<b>Group Members</b>	<b>Document</b>
Summer, 2011	AAC&U GE Institute Team: Andy Allen, Carole Huston, Sue Lowery, Alberto Pulido, Abe Stoll	Action Plan
Fall 2011/Spring 2012	Core Planning Committee	Core Proposal (April 2012)
	Mary Boyd, Alberto Pulido, Abe Stoll, Carole Huston, Sue Lowery, Andy Allen, Maria Pascuzzi, Kevin Guerrieri, Mike Williams, Diane Hoffoss, Can Bilsel, James Gump, Noelle Norton, Roger Pace, Tom Dalton, Virginia Rodee, Margaret Leary, Chris Nayve, Paul Davis (alumni), Jeremy Whelan (student)	Activities included open forums to discuss different kinds of models and their key features.
Fall 2012/Spring 2013	Core Planning Committee	Reports from each subcommittee.
	Andrew Allen, Rae Anderson, Thomas Barton, James Bolender, Michel Boudrias, Mary Boyd, Lisa Burgert, Tom Dalton, Jane Friedman, John Glick, Michelle Grier, Jim Gump, David Harnish, Carole Huston, Ron Kaufmann, Patricia Kowalski, Margaret Leary, Judy Liu, Susan Lord, Alyson Ma, Mike Mayer, Kristin Moran, Yasamin Mahallaty ('13), Lance Nelson, Noelle Norton, Rick Olson, Roger Pace, Alberto Pulido, Sandra Sgoutas-Emch, Abraham Stoll, Richard Stroik, Sr. Virginia Rodee, Allison Wiese, Mike Williams	Subcommittees: Breadth Smaller Core Diversity Enhanced Components Multidisciplinary Clusters Writing
Fall 2012	CITCC Task Force	Catholic Intellectual Tradition Report
	Mary Hotz, Tammy Dwyer, Tom Barton, Tom Dalton, Del Dickson, Florence Gilman, Susan Lord, Kristin Moran, Clara Oberle, Lori Watson	
Fall 2013/Spring 2014	Core Planning Committee	Core Proposal
	Sally Yard, Mike Mayer, Jim Bolender, Kristin Moran, Eric Jiang, Stefan Vander Elst, Alberto Pulido, Yi Sun, Kevin Guerrieri, Kay Etheridge, Ron Kaufmann, Jane Friedman, David Harnish, Michael Wagner, Rae Anderson, Mike Williams, Annette Taylor, Judy Liu, Aaron Gross, Tom Dalton, Dirk Yandell, Susan Lord, Rick Olson, Lisa Burgert, Andrew Allen, Jim Gump, Margaret Leary, Noelle Norton, Carole Huston, Roger Pace, Sr. Gina Rodee, Esteban del Río, Sandra Sgoutas-Emch, Perla Myers, Coral Anderson ('14), Justine Marzoni ('10)	Documents from each group are circulated for review.  Integration Breadth Catholic Intellectual Tradition Competencies <ul style="list-style-type: none"> <li>• Communication</li> <li>• Critical Thinking/Information Literacy</li> <li>• Math/Quantitative Literacy</li> </ul> The documents were incorporated into the Core Proposal
Fall 2013 Committee Participants, non-CPC members	Amanda Petersen, Deborah Sundmacher, Irene Williams, Larry Williamson, Harriet Baber, Michelle Gilmore-Grier, Nathalie Reys, Michel Boudrias, Jennifer Gorsky, Diane Hoffoss, Anne Koenig, Sue Lowery	Participated in discussions and help write documents from each group that were submitted to CPC for review.

## References

- AAC&U Critical Thinking and Information Literacy Value Rubrics: Retrieved at: <http://www.aacu.org/value/rubrics>
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