

2015 Core Proposal

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Submitted by the 2014-15 Core Revision Conference Committee:

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Core Curriculum at USD

The Core Curriculum is the expression of the two great traditions that animate the University of San Diego: liberal arts education and the Catholic intellectual tradition. By carrying on the humanist project of free inquiry, the liberal arts teach us to think critically. We learn to examine the world, to question assumptions, and to cultivate self-reflection – habits of mind which are essential for our students as they become adults and citizens. These ideals are also essential to the spiritual and ethical values of USD’s Catholic mission. The distinctive idea of a Catholic university puts particular emphasis on academic excellence in the liberal arts, and on critical reflection as a key ingredient in our spiritual welfare. By thinking about both reason and faith, our students uphold the dignity and aspirations of all people.

The Core reflects these traditions, and it simultaneously turns toward the complex realities of the present. The vibrancy and relevance of a USD education depends in no small part on a Core that can evolve with its students, and with our rapidly changing, diverse world. So it is our responsibility as faculty to rethink the Core periodically. As the culmination of four years of research, debate, and design, this proposal represents a sincere effort on the part of the USD faculty to update the Core from within the liberal arts and the Catholic intellectual traditions. It is an opportunity to better fulfill our obligations to our students.

Key Points about the Proposal

- As a principle, recommendations are adopted from the *Revised Spring 2014 Proposal for the Core Curriculum* (<http://www.sandiego.edu/curriculum>), except where the Core Revision Conference Committee has made specific changes.
- Core Size: This proposal reduces the Core by 4 courses compared to our current Core (see table, p. 6 for more details).
- Categories are not organized by department but by area of inquiry. Faculty that can reasonably fulfill the learning outcomes can offer courses in any category, regardless of department.
- If all goes according to plan in implementation, the new Core will apply to first-year students in the Fall of 2017.

The Voting Process

This year faculty are asked to accept the Core structure and governance described in this proposal. A vote for acceptance will initiate a year of implementation in which many more details concerning governance and logistics will be worked out, such as learning outcomes, Core processes, and scheduling. Because so much depends on how these details are developed, faculty will have another opportunity to review and then approve the final form of the Core in the Spring of 2016.

Vote 1 – 2015: Acceptance of the proposed Core structure and governance by CAS, SBA, and SMSE, in order to move forward with the development and implementation steps outlined in the proposal.

Vote 2 – 2016: Final approval of the new Core Curriculum, contingent on successful implementation of the structure and governance stipulated in this proposal. After faculty have approved the viability of the Core Proposal, it will be sent for approval to the Senate and Board of Trustees.

The following resolution will be brought before the governing bodies of the faculty of CAS, SBA and SMSE:

Resolution:

The USD faculty support the development of a smaller and more meaningful core curriculum. We recognize that it will require flexibility and cooperation on the part of the entire university, and look forward to continuing the core development process.

As such, we the faculty accept the Core structure in the attached Core Curriculum Proposal. We support moving forward with the work of implementation, toward a vote for final Core approval.

A committee will prepare a program review for this work over the 2015-16 academic year and present this report to the faculty. Each academic unit will then evaluate the report and the progress of the committees with the goal of taking a vote no later than April 2016.

Note on Reading This Document

This Proposal is built out of the *Revised Spring 2014 Proposal for the Core Curriculum*. In the following pages all language has been excerpted directly from the RSPCC unless it was specifically amended this year by Core Revision Conference Committee vote.

Concerning the terminology:

The “Proposal” is the official language designing the overall structure of the Core, approved by vote by the Core Revision Conference Committee.

“Notes” are detailed observations meant to help readers. They are explanatory, emphasizing key elements and noting significant revisions.

“Expectations” are supplements to the language of the Proposal, also approved by vote by the Core Revision Conference Committee. They are instructions to the relevant governance committees who will be engaged in the coming year in writing Learning Outcomes. And they are meant to guide decision-making concerning administration and funding in the implementation process.

Core Structure

CORE Curriculum



Core Size

- This is the same structure as above, expressed with units.
- LLC, Core Project, and flagged courses simultaneously fulfill other Core or major or minor requirements. For the purposes of comparison, the following totals do not count flags or LLC and Core Project as added units in either current or proposed Core.
- Current Core Size: 46-55 units; Proposed Core Size: 33-43 units.
- Current Core Size: 15-18 courses, 1 lab, 2 flags; Proposed Core Size: 11-14 courses, 1 lab, 3 flags.

<i>First-Year LLC</i>	1 course in Fall, 1 in Spring; count toward other Core requirements
<i>Competencies</i>	
First-Year Writing	1 course (3 units)
Advanced Writing	Flagged course
Mathematical Reasoning & Problem Solving	1 course (3 units)
Second Language	0-3 courses (0-9 units)
Oral Communication	Embedded in courses
Critical Thinking and Information Literacy	Embedded in courses
Quantitative Reasoning	Embedded in courses
<i>Foundations</i>	
Theological and Religious Inquiry	2 courses (6 units)
Philosophical Inquiry	1 course (3 units)
Ethical Inquiry	1 course (3 units)
Diversity, Inclusion, and Social Justice	2 flagged courses
<i>Explorations</i>	
Scientific and Technological Inquiry	1 course including lab (3-4 units)
Historical Inquiry	1 course (3 units)
Social and Behavioral Inquiry	1 course (3 units)
Literary Inquiry	1 course (3 units)
Artistic Inquiry	1 course (3 units)
<i>Core Project</i>	1 course (variable units); may count toward other Core requirements or other undergraduate requirements
TOTAL NUMBER OF UNITS	33 - 43 units
	3 Flags and Core Project are intended to be double counted, but may add units

First-Year Living Learning Community

Proposal

LLC Courses in Fall and Spring Semesters, 3 units each. Fall course is a Preceptorial.

Notes

- Preceptorial remains as currently structured.
- LLC remains as currently structured, but with the addition of a second course in the spring under the same theme.
- The Core Conference Committee voted to revise the Spring proposal, so there will be no 4th unit in either fall or spring. A final project will be at the discretion of the LLC faculty.
- Integration will take place in regular LLC activities, and in the spring course. Integration is at the discretion of the spring course instructor. We believe that the spring course is positioned for genuinely academic interdisciplinarity. Each spring course will have students who in the fall studied the LLC theme from a number of different disciplinary perspectives, which sets the stage for faculty and students to explore interdisciplinarity organically within the classroom.
- LLC courses continue to fulfill Core and major requirements.

Expectations

- a. The LLC spring course will incorporate the LLC theme into course curriculum or into co-curricular activities, in conjunction with the plans of the LLC. Integration Outcomes should leave maximum freedom for the spring course instructor.
- b. Faculty will be encouraged but not required to teach the same course in fall and spring. The implementation process should develop adequate compensation to incentivize faculty participation in spring courses.
- c. Student Learning Outcomes will be finalized by the Integration Area Task Force. Throughout the process, the ATF is charged with engaging in robust consultation with other experts in Integration (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum* on Integrative Learning will serve as a guide:

Integrative Learning

The Catholic intellectual tradition holds that striving towards truth and understanding must be informed by a variety of different disciplines, experiences, and approaches and that learning is especially meaningful when comprehensive questions are posed and addressed from a variety of approaches. The Catholic intellectual tradition holds that skills, insights, and knowledge gained in one area of life or scholarly inquiry can fruitfully inform quests for answers in another and that learning and the search for truth, therefore, is a continuous process of making connections.

The Catholic intellectual tradition thus supports an integrative curriculum that asks students and faculty to connect across disciplines, to synthesize disparate areas of knowledge, and to pose the "big questions." It thus also supports core curricula whose components connect and build on one another, in which latest advances in research are integrated into the quest for understanding, and in which a continuous engagement with the complex problems of our world inform the questions we ask and the answers we seek.

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 (RSPCC, p. 11).

Competencies

The Core Curriculum offers students opportunities to develop key areas of learning identified as necessary components of any core curriculum. At USD, the Core Curriculum addresses the following competencies: written communication, mathematical reasoning and problem solving, second language, oral communication, critical thinking, information literacy, and quantitative reasoning.

First-Year Writing

Proposal

1 course, 3 units.

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. Preference but not requirement that First-Year courses be thematically connected to LLC.

Notes

- Writing in the Core stays the same structurally: a 3-unit composition course followed by an upper-division W. However, this Proposal makes upgrades to both courses.
- The current writing course, ENGL 121 Composition and Literature, becomes First-Year Writing, which is required in year one, and includes several adjustments, described in the Expectations.
- In particular, the establishment of a new Writing Program will help with training, oversight, and administration of First-Year Writing.

Expectations

- a. Students must take this course in the first year (we will need to develop a means of accommodating transfer students). In the development of new training and learning outcomes, this course should evolve somewhat away from its current focus on literature, to include other kinds of discourses. It should seek to teach writing that will be transferable to the many disciplines each student will explore in the Core. Courses should be both writing intensive and writing instructive, using process methodologies.
- b. In order to infuse writing throughout the Core, we should encourage that all Core courses require at least one paper.

- c. USD will hire a Director of the Writing Program, a new tenure-track faculty member, located in the English Department. The Writing Program's duties would include: overseeing staffing and training of First-year Writing instructors; training faculty teaching the Advanced Writing course; developing new ways to advance and support writing in the Core and majors; overseeing the Writing Center.
- d. USD has experienced an increase in the number of students unprepared for college-level writing. We need to develop a better system for identifying those students and requiring remediation before they can take standard writing courses. Responsibility should lie not only with the Writing Program, but with admissions and the academic units.
- e. According to the Conference on College Composition and Communication and the Council of Writing Program Administrators' standards, writing courses should not exceed 19 students. According to the National Council of Teachers of English, the maximum should be 15. We recommend lower class size to meet these norms.
- f. As the new Director of the Writing Program will play a significant role in developing writing in the new Core, we should carry out implementation with the expectation that some details are provisional and will be revisited.

Advanced Writing

Proposal

Upper Division W flag. UD writing course may be in a major, Core, or capstone course.

Notes

- Writing in the Core stays the same structurally, so that the upper-division W will function in the same way as it does now.

Expectations

- a. Can be any upper-division course provided the course is both writing intensive and writing instructive.
- b. Could be a capstone or senior seminar within the major.

Mathematical Reasoning & Problem Solving

Proposal

1 course, 3 units.

Expectations

- a. Student Learning Outcomes will be finalized by the Mathematical Reasoning & Problem Solving Area Task Force. Throughout the process, the ATF is charged with engaging in robust consultation with other experts in MRPS (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum* and Competency Report on MRPS will serve as a guide:

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 (RSPCC, pp. 16-17).

The Language Requirement

Proposal

0-3 Courses, 0-9 units. Complete third-semester language course.

Expectations

- a. Student Learning Outcomes will be finalized by the Second Language Area Task Force. Throughout the process, the ATF is charged with engaging in robust consultation with other experts in Second Language (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum* and Competency Report on Second Language will serve as a guide:

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 (RSPCC, p. 16).

Embedded Competencies

Proposal

Four competencies will be embedded consistently throughout the curriculum. They include: oral communication; critical thinking and information literacy; and quantitative reasoning. Each of these three areas has a dedicated Area Task Force (ATF) working in conjunction with other ATFs to assure that all students will consistently achieve these competencies in the Core (see Governance section below).

Expectations

- a. Oral communication and critical thinking and information literacy competencies will be embedded consistently in Core or the majors.
- b. It is expected that quantitative reasoning will either be satisfied by passing an examination or by taking a course with an embedded “QR” competency.
- c. Student Learning Outcomes will be finalized by the Oral Communication, Critical Thinking and Information Literacy, and Quantitative Reasoning Area Task

Forces. Throughout the process, the ATF's are charged with engaging in robust consultation with other experts in the respective areas (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum* and Competency Report on Oral Communication, Critical Thinking and Information Literacy, and Quantitative Reasoning will serve as a guide:

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 (RSPCC, pp. 15-16).

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 critical analysis. It is to identify where students are learning and applying these skills ideally as embedded outcomes. CTIL goals may be found in core courses, major courses, or electives at all curricular levels (RSPCC, p. 16).

Quantitative Reasoning:

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 (RSPCC, p. 17).

Foundations

The Core Curriculum has as its foundation the Catholic Intellectual Tradition, expressed through the disciplines of Theology and Religious Studies and Philosophy, and the principles of diversity, inclusion and social justice.

Theological and Religious Inquiry

Proposal

2 courses, 3 units each.

Expectations

- a. Student Learning Outcomes will be finalized by the Theological and Religious Inquiry Area Task Force. Throughout the process, the ATF is charged with engaging in robust consultation with other experts in Theological and Religious Inquiry (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum* on Theological and Religious Inquiry will serve as a guide:

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 (RSPCC, pp. 8-9).

Philosophy

Proposal

1 course, 3 units.

Expectations

- a. Student Learning Outcomes will be finalized by the Philosophy Area Task Force. Throughout the process, the ATF is charged with engaging in robust consultation with other experts in Philosophy (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum* on Philosophy will serve as a guide:

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 (RSPCC, p. 9).

Ethics

Proposal

1 course, 3 units.

Expectations

- a. Student Learning Outcomes will be finalized by the Ethics Area Task Force. Throughout the process, the ATF is charged with engaging in robust consultation with other experts in Ethics (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum* on Ethics will serve as a guide:

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 if the course meets the area's learning outcomes (RSPCC, p. 9).

Diversity, Inclusion, and Social Justice

Proposal

2 flagged D courses.

One course must focus on diversity within a U.S. context while the second course may focus on diversity within a U.S. context or on diversity within a transnational and/or international context.

Expectations

- a. Learning outcomes for DISJ courses will be inclusive enough so that the DISJ requirement can be completed in multiple ways (either as a Core or major or minor requirement).
- b. A sufficient number and schedule of DISJ courses will be offered so that students in all majors, including those with limited flexibility, will be able to complete this requirement successfully.
- c. Student Learning Outcomes will be finalized by the DISJ Area Task Force. Throughout the process, the ATF is charged with engaging in robust consultation with other experts in DISJ (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum* on DISJ will serve as a guide:

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.

Diversity in the curriculum enhances critical thinking by raising new issues and perspectives, by broadening the variety of experiences shared, by confronting stereotypes on social, religious, economic, and political issues, on issues of gender, sexual orientation, and race/ethnicity, on substantive issues, on personal experiences. It engages and challenges students to tackle different perspectives, by allowing a broader variety of experiences to share, and by raising new issues and perspectives specific to an array of courses. Examples of course content include: investigating diversity through the lenses of power and privilege, examining diversity within local and global contexts, and emphasizing the intersectionality of race/ethnicity, nationality, class, gender, sexual orientation, religion, and ability.

Example DISJ outcomes:

Knowledge Outcomes

1. Become self-aware

2. Recognizing and respecting difference
- Skill Outcome
3. Conceptualize and articulate the complexities of difference.

(RSPCC, p. 10)

Explorations

Accomplishing intellectual rigor in a liberal arts curriculum includes, but is not limited to, exposing students to rich bodies of literature, relevant coursework and engaging discussions to stimulate intellectual inquiry. 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.

Scientific and Technological Inquiry

Proposal

1 course with a lab, 3-4 units.

Expectations

- a. Learning Outcomes will be written by the Scientific & Technological Inquiry ATF (see Governance below).
- b. SLO's must include the following:
 - a. An exploration of the basic scientific principles appropriate to the course and links between the process of experimentation and the acquisition of knowledge in the sciences and technology.
 - b. An experiential SLO that must include lab, field, or other pedagogical laboratory experiential component to allow students to explore the iterative process of science and technology.
 - c. Science and engineering are evidence-driven disciplines, and this evidence is used to make decisions that drive further progress.
 - d. Allow students to understand and apply uncertainty and error in measurements.
 - e. Address fundamental issues in society that will require contributions of science and engineering.

- c. The following description, developed out of the *Revised Spring 2014 Proposal for the Core Curriculum*, will serve as a further guide to the SLOs:

The impact of science and technology on our daily lives is enormous and ever growing, necessitating an informed citizenry. Scientific and technical inquiry employs the scientific method to generate new knowledge about the world and then applies that knowledge to design solutions to problems encountered by society. Students gain this literacy by using guided inquiry to pose questions about natural phenomena and study them through hands-on opportunities to formulate hypotheses, conduct experiments, analyze data, and interpret results. They develop solutions by using scientific principles to generate and evaluate alternative designs, and by iteratively testing and refining them. These activities enable students to critically evaluate information about the world, distinguish science from nonscience, and understand the opportunities and limitations of technology. *We expect courses from the natural sciences will make up the majority of the offerings, supplemented by engineering classes and contributions from other units.*

Historical Inquiry

Proposal

1 course, 3 units.

Notes

- The *Revised Spring 2014 Proposal for the Core Curriculum* included Historical Inquiry in a group with Literary Inquiry and Technological Inquiry, with a requirement that students take 2 of these 3. The Core Conference Committee voted to revise the Spring proposal so that Historical Inquiry stands by itself as one of the elements of Explorations.

Expectations

- a. Student Learning Outcomes will be finalized by the Historical Inquiry Area Task Force. Throughout the process, the ATF is charged with engaging in robust consultation with other experts in Historical Inquiry (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum* on Historical Inquiry will serve as a guide:

Classes in Historical Inquiry enhance our understanding of the present through rigorous exploration of the complicated forces shaping human history. Students learn that Historical Inquiry requires that they not simply develop a knowledge of what happened but also make a sustained effort to enter into historical worlds and engage with perspectives quite different from their own. They must formulate and investigate significant historical questions, weigh competing scholarly interpretations, analyze a range of primary sources, and effectively communicate their findings.

We expect courses from the humanities and especially History will make up the majority of offerings, but classes from any other unit are possible (RSPCC, p. 13).

Social and Behavioral Inquiry

Proposal

1 course, 3 units.

Expectations

- a. Student Learning Outcomes will be finalized by the Social and Behavioral Inquiry Area Task Force. Throughout the process, the ATF is charged with engaging in robust consultation with other experts in Social and Behavioral Inquiry (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum* on Social and Behavioral Inquiry will serve as a guide:

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.

We expect courses from the social sciences will make up the majority of the offerings, but the contribution by any other unit is possible (RSPCC, p. 13).

Literary Inquiry

Proposal

1 course, 3 units.

Notes

- The *Revised Spring 2014 Proposal for the Core Curriculum* included Literary Inquiry in a group with Historical Inquiry and Technological Inquiry, with a requirement that students take 2 of these 3. The Core Conference Committee voted to revise the Spring proposal so that Literary Inquiry stands by itself as one of the elements of Explorations.

Expectations

- a. Student Learning Outcomes will be finalized by the Literary Inquiry Area Task Force. Throughout the process, the ATF is charged with engaging in robust consultation with other experts in Literary Inquiry (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum* on Literary Inquiry will serve as a guide:

Literary inquiry seeks to understand both the past and present by revealing the ways in which texts render the infinite facets of human experience across historical periods, geographical boundaries, and diverse political and social contexts. Students learn to critically analyze or create poetry, prose fiction, creative nonfiction, drama and other cultural products, grounding their study in literary theory and cultural contexts. They come to understand the formal features of a text, deploy techniques in close reading, and interpret primary and secondary sources.

We expect courses from the humanities will make up the majority of offerings, but classes from any other

unit are possible (RSPCC, p 13).

Artistic Inquiry

Proposal

1 course, 3 units.

Expectations

- a. Student Learning Outcomes will be finalized by the Artistic Inquiry Area Task Force. Throughout the process, the ATF is charged with engaging in robust consultation with other experts in Artistic Inquiry (see Governance below). The *Revised Spring 2014 Proposal for the Core Curriculum on Artistic Inquiry* will serve as a guide:

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.

We expect courses from the arts will make up the majority of the offerings, but the contribution by any other unit is possible (RSPCC, p 13).

Core Project

Proposal

1 flagged course, variable units.

May count toward other Core requirements or other undergraduate program requirements.

Students required to enroll in an upper-division Core Project course to synthesize the connections between Core courses, their majors or minors, and co-curricular experiences. The Core Project may vary in the number of units assigned to it. As with the LLCs, Core Project can count toward the Core. Additionally, it can meet major or minor requirements.

Core Project could be a discipline-specific senior project that incorporates integrative learning, a team-taught course or interdisciplinary cluster, a community engagement, interdisciplinary research, interdisciplinary capstone or interdisciplinary project-based course.

Notes

- The Core Conference Committee voted to revise the Spring proposal so that Integration will take place in the Core Project rather than in a capstone. This is a streamlined model in that interested individual faculty can elect to participate. Departments can continue current capstones without new responsibilities to meet Core learning outcomes.
- A major capstone could satisfy the Core Project if it meets the learning outcomes.
- Examples of existing curricula that might fulfill the Core Project include: several existing community-service learning courses, the Integrated Capstone on Sustainability, the Sexual Diversity Cluster, existing capstones in specific majors, and Honors team-taught courses.

Expectations

- a. Faculty development opportunities will be provided for faculty to experiment with integration models for the Core Project.
- b. Resources will be allocated to allow faculty to create and maintain team-taught and/or interdisciplinary cluster courses.
- c. The academic integration learning outcomes will be written in a manner that allows flexibility for the ways in which academic integration can be achieved in Core Project course.

Core Governance

This Core Governance section has three parts: the Core Governance Plan, a short set of General Rules for Core Governance, and Core Logistics.

Core Curriculum Governance Plan

Members of the Governance Subcommittee of the Core Revision Conference Committee: Christopher Adler, Kevin Guerrieri (co-chair), Carole Huston, Kathleen Kramer, Alberto Pulido, Emily Reimer-Barry (co-chair), Debbie Tahmassebi, Mark Woods, and Dirk Yandell

Introduction

The Core Curriculum Governance Plan was created by a nine-member subcommittee of the Core Revision Conference Committee and approved by the latter on March 20, 2015 by a vote of 20-1-0. The governance plan presents a transparent, efficient, and sustainable structure by which the new Core will be finalized, implemented, and maintained. The most significant change from the current to the new Core Curriculum is a shift to a learning-outcomes model of curricular design and assessment. The governance structure reflects this shift, while also empowering faculty area experts to construct student learning outcomes and evaluate courses according to those SLOs. The Governance Plan ensures that all undergraduate degree-granting units (CAS, SBA, SMSE) have adequate representation at the different levels of the Core governance structure while simultaneously utilizing disciplinary expertise throughout the process.

Our recommendations for the Core Curriculum Governance Plan are grouped into two general chronological categories: I. Pre-implementation and II. Post-implementation and maintenance. “Implementation” is understood here as the moment at the beginning of the first semester in which incoming students are required to take the new Core. “Post-implementation,” therefore, is that period when the current Core is being phased out and the new Core is phased in; students who are completing their degree under the current Core will continue with the same Core requirements, and all new incoming students will take the new Core. The “maintenance” period begins once the current Core is completely phased out.

The pre-implementation phase requires the service of a larger number of faculty members for an estimated two-year period. During this phase, Area Task Forces will finalize the student learning outcomes for each Core area and will begin to approve courses for the new Core. In the post-implementation phase Core governance is shifted to a slimmer, more streamlined structure in which the Core Curriculum Committee reviews course proposals and manages the assessment of the Core Curriculum.

Primary features of the Governance Plan

1. The plan facilitates the shift from a distribution-based model to an outcomes-based model, and provides details from pre-implementation to post-implementation and maintenance.
2. Disciplinary expertise and faculty governance are underscored at all stages of the process.
3. The plan ensures broad representation and participation from all three units.
4. A system of checks and balances is built into the governance structure as well as both formal and informal processes for conflict resolution and appeals.
5. Following the pre-implementation stage—which involves wide faculty involvement—the structure becomes significantly streamlined.

I. Pre-implementation

The following committees will be formed during the pre-implementation period:

The ***Core Advisory Committee*** (CAC) will guide and oversee the steps detailed below. This will be a three-person committee with one member each from the units that have an undergraduate degree program: of the College of Arts and Sciences (College), the School of Business Administration (SBA), and the School of Engineering (SMSE), respectively. Each member will be the chair of the curriculum committee of that unit or a member designated by the Dean of that unit. The representative from the College will chair the Core Advisory Committee.

The ***Area Task Forces*** (ATF) will have two primary charges: 1) determining the student learning outcomes (SLOs) for their respective areas in the revised Core Curriculum (which will require subsequent ratification), and 2) evaluating currently approved Core courses that are submitted for review in the revised Core as well as new proposals during the pre-implementation period. There will be 16 task forces, and each will have 3-5 members. The members are expected to demonstrate area expertise. All participants on the task forces will be compensated with a stipend.

The ***Core Curriculum Committee*** (CCC) will consist of 16-21 voting members. There will be one member from each Area Task Force to be selected by that ATF. The CCC must have representation from all three units—the College, SBA, and SMSE—and there must be at least five voting members combined total from SBA and SMSE. In the event this membership requirement is not met, the unit(s) will appoint one or more representatives in order to reach the minimum. The functions of the CCC during the pre-implementation stage will be addressing appeals during the review of course proposals and overseeing the transition from the current to the new Core. The Core Advisory Committee will be non-voting *ex-officio* members of the CCC, and the representative from the College will chair the CCC. Associated Students will be invited to appoint a student representative on the CCC as a non-voting member.

The *Senate Core Curriculum Committee* (SCCC) will be established by the University Senate. The committee will be comprised of representative proportionality that is calculated based on the representation on the Senate, but include only representatives from units with undergraduate degree programs. College members could be elected from the Academic Assembly at large. The Dean of the College will chair this committee. The primary charge of this committee will be to address any appeals or disagreements that are not resolved at the CCC level or by the intervention of the CAC.

The *Core Logistics Task Force* (CLTF). The CLTF is charged with mapping out the organizational requirements and details for implementing and managing the new Core, including the following areas: budgeting questions and faculty compensation; scheduling; website design and upkeep; professional development; assessment and academic program review; among others. The CLTF's members and chair will be appointed by the Dean of the College. It is not a decision-making body, but rather an information-gathering and planning group that provides administrative support to the aforementioned committees and the governance structure as a whole. For this reason, the CLTF's responsibilities and tasks are not included directly in the Governance Plan but in the following section on Core Logistics.

The creation, preparation, and functioning of the Area Task Forces will include the following steps:

Step 1. Department-specific and unit-specific appointments: In some cases the SLOs to be articulated will correspond very closely to the disciplinary identity of a given department or program, based on the curriculum and the aggregate research and scholarship carried out by the faculty of that department/program. For this reason, the first step in the selection process will consist of the appointment of a specified number of task force members at that level. The next level of appointments corresponds to unit-specific members. Both of these levels are indicated in this list:

Integrative Learning

1. Integration [5 members total]

Two members from College; one from SBA; one from SMSE; and one open position

Foundations

2. Theological and Religious Inquiry [3 members total]

Two members from Dept. of Theology and Religious Studies and one open position

3. Philosophical Inquiry [3 members total]

Two members from Dept. of Philosophy and one open position

4. Ethical Inquiry [5 members total]

Two members from Dept. of Philosophy; one from SBA; and two open positions

5. Diversity, Inclusion, and Social Justice [5 members total]

Three members from the College (with at least one member from Dept. of Ethnic Studies); one member from SBA; and one member from SMSE

Explorations

6. Artistic Inquiry [3 members total]

Two members total from Dept. of Art, Architecture + Art History, Dept. of Music, and Dept. of Theatre and Performance Studies; and one open position

7. Scientific and Technological Inquiry [5 members total]

Three members from College (with at least one life science expert and one physical science expert); one member from SMSE; and one open position

8. Social and Behavioral Inquiry [3 members total]

Two members from the College and one open position

9. Historical Inquiry [3 members total]

Two members from Dept. of History and one open position

10. Literary Inquiry [3 members total]

One member from Dept. of English, one from Dept. of Languages and Literatures, and one open position

Core Competencies

11. Writing (First Year Writing and UD Writing) [5 members total]

One member from Dept. of English, one from SBA, one from SMSE, and two open positions

12. Mathematical Reasoning and Problem Solving [3 members total]

Two members from Dept. of Mathematics and Computer Science and one open position

13. Quantitative Reasoning [3 members total]

One member from College; one from SBA; and one from SMSE

14. Second Language Competency [3 members total]

Two members from Dept. of Languages and Literatures and one open position

15. Oral Communication [3 members total]

One member from Dept. of Communication Studies and two open positions

16. Critical Thinking and Information Literacy [5 members]

Two members from the College, one from the Library, and two open positions

This list of ATFs and their membership includes three different designations: 1) positions assigned to a specific department; 2) positions assigned to a specific unit (the College or a School); and 3) open positions. The appointments will be carried out in that order. For those positions assigned to a specific department, in consultation with the Dean, the department will appoint its members of the ATF(s). (In the case of the ATF on Artistic Inquiry, the three departments named will collectively determine their two appointments.) Once departmental appointments have been completed, those positions assigned to a specific unit—but not assigned to a specific department—will be determined by the Dean of that unit in consultation with the departments and programs within the unit that are relevant to that particular area of the Core. All designated “open positions” on the list above will be appointed through the procedure in Step 2.

Step 2. Open nominations and decanal appointment: As soon as Step 1 has been completed, an open call for nominations will be distributed for the open positions on the

area task forces. Faculty members may self nominate or nominate others; likewise, nominations may be submitted by a department, program, unit, etc. The Deans of the College, SBA, and SMSE will collectively select from the nominations submitted and appoint members to the open positions on the task forces. In their appointments, they will seek to emphasize broad representation and diversity. That being said, an open position on a given task force may be filled by a faculty member from a department or unit already represented on that task force in Step 1.

Step 3. Selection of chairs: The members of each Area Task Force will select a chair, whose main responsibilities will include guiding the work of the task force and communicating with the other chairs and the Core Advisory Committee.

Step 4. Preparation and training: All task force members must attend a day-long workshop that will include the following elements: a history of the core revision process; previous drafts of SLOs; ideas for assessment, including course design features and characteristics of assignments; models of both assignments and SLOs that highlight flexibility, an appropriate degree of specificity, and sufficient commonality; a discussion on the balance between course content devoted to a given flagged Core attribute and specific program content; and peer institution information for comparison. The second half of the workshop will include plenty of time for the task forces to work independently on the articulation of their respective SLOs as well as an opportunity at the end for all groups to share their drafts. It is important that the SLOs are specific enough to be meaningful and assessable and yet general enough to be applicable to a wide range of courses.

Special note regarding ATF 16: The Critical Thinking and Information Literacy Competencies are embedded competencies. It is evident that their outcomes are naturally accomplished in many courses across the curriculum and that the SLOs of some areas of the Core are more likely to align with those outcomes than others. During Step 4 the Area Task Force on Critical Thinking/Information Literacy (CTIL) will draft the SLOs for those competencies and—upon seeing the SLOs articulated by the other task forces—will identify the areas that best align with the CTIL SLOs. Those areas and courses identified for CTIL will not carry visible flags; rather, they will be identified only for assessment purposes.

Special note regarding ATF 15: Oral Communication is also an embedded competency. Upon articulating their SLOs, this Area Task Force will have the responsibility of identifying those instances in the curriculum in which oral presentations and other oral activities that align with the SLOs are present. These will likely include courses in the majors. Similar to CTIL, these courses will be identified for assessment purposes only and will not carry visible flags.

Special note regarding ATF 5: The ATF on Diversity, Inclusion, and Social Justice will engage in robust consultation with experts in this area from the Joan B. Kroc School of Peace Studies.

Special note regarding ATF 1: The ATF on Integration will also have the charge of working with the LLC directors to support integrative learning practices and offer oversight for the SLOs associated with the first-year integration seminar and other high-impact practices.

Before the final version of the SLOs is approved by each task force, input will be sought from the faculty of the College and the Schools. In addition, members of each task force are expected to engage in robust consultation with other experts in that Core area throughout this process.

Step 5. Ratification of the SLOs: The curriculum committees of the College and Schools must ratify the SLOs as written and approved by the task forces without making any changes to them, given the fact that the same SLOs must be ratified by all three units. In the event one or more units fail to ratify the SLOs, the CAC will work with the ATF(s) and unit curriculum committee(s) in order to resolve the conflict and achieve ratification.

Step 6. Course migration: Once the SLOs have been ratified, the task forces will begin to evaluate proposals for Core courses. This initial stage of course review focuses on the migration of currently approved Core courses to the newly revised Core. However, proposals for new courses may also be submitted for review by the task forces. All courses, including both currently approved Core courses and newly proposed courses for the Core, must be approved by the relevant ATF(s) before they are taught with a Core designation or listed as such in the undergraduate bulletin. The following procedure and guidelines will be used in the evaluation of course proposals:

- a. All course proposals must be submitted to the chair of the CCC. If a given proposal is incomplete, the chair will return it to the submitter. If the proposal is complete, the chair will refer it to the relevant ATF. If the submitter is applying for more than one Core attribute for the same course, the proposal is referred to each of the relevant ATFs for review.

New courses: New course proposals for Core courses are subject to administrative review by the department chair or program director—or the person directly in charge of managing that faculty member’s teaching load and course assignments in the respective unit (College or School). This is an administrative review and does not necessarily entail an evaluation of the merits of the course for a given Core attribute. The chair must indicate approval of the course before it is submitted to the chair of the CCC. Department chairs and program directors will be provided with the necessary parameters and details on the process in order to be able to effectively determine if a proposal is complete or incomplete.

Review by unit curriculum committees: If a proposal is for a course that will fulfill a requirement in a major, minor, or any other type of program (i.e. certificate, etc.) outside the Core Curriculum, then the proposal must also be reviewed by the unit that houses that program. The timing of the review by the unit curriculum committee—whether it is before, during, or after the review by the ATF for the Core—should be determined by that unit; in any case, these will be two independent, parallel reviews, one for the Core and one for that specific

- program. The course may not be taught nor listed in the undergraduate bulletin until it has successfully passed both reviews. On the other hand, if a proposal is for a course that will only serve for the Core and for general elective units (towards the 124-unit total), then it does not require separate approval by any units unless a given unit mandates this for its own governance or accreditation purposes. The CAC has the responsibility of ensuring effective communication among the units and the CCC with regard to these processes.
- b. Each ATF has the responsibility of evaluating the course proposal based on the following criteria: the alignment between the course SLOs and the SLOs of that Core area; the course content; and the assessment mechanisms. The course syllabus must clearly reveal how the SLOs will be realized through the readings, activities, assignments, and other course components. (If the ATF determines that only minor revisions are necessary for approval, in order to facilitate the process the ATF chair may contact the submitter directly and inform her/him of those necessary revisions. Once the changes are made, the proposal could be resubmitted directly to the ATF chair.) Members of each task force are expected to engage in robust consultation with other experts in that Core area outside the ATF during the review process.
 - c. The ATFs report their decisions to the chair of the CCC. Their reports include a list of both approved and denied course proposals. If a proposal is denied, the report will include details on its strengths and weaknesses. The chair of the CCC ensures that all reports are posted on the password-protected website of the Core, and informs the submitters of the ATF decisions.
 - d. If a course proposal is denied, the proposal may be revised and resubmitted. If it is denied again, the submitter may appeal the ATF decision. In the pre-implementation stage, one of the primary functions of the CCC is to address appeals and ensure that the Area Task Forces are effectively basing their decisions on the aforementioned criteria.
 - e. The chair of the CCC provides a report to each of the unit curriculum committees with a list of all courses reviewed and their approval status. When all three units have accepted the report, those decisions are considered ratified. In the event one or more units fail to accept a CCC report, the CAC works with the relevant ATF(s), the CCC as a whole, and the unit curriculum committees in order to resolve the conflict and achieve ratification. The CAC ensures that a list of all approved and ratified courses is submitted to the Registrar.

Governance Expectations for the ATFs

- a. ATFs are expected to consult and collaborate with the faculty in each of the departments and areas that will teach related courses. Because ATFs are small, it is important that these task forces engage in robust consultation with interested or related departments.
- b. The ATFs will be given a charge from the Core Curriculum Committee outlining the scope of their work.

Step 7. Term and disbandment: As soon as the vast majority of the currently approved Core courses have been migrated to the revised Core—and this will not necessarily

include all current Core courses—the ATFs will be disbanded. This may take 1-2 years, and it may occur prior to the actual implementation of the new Core in the event course migration has been completed before that moment. In the event it does not take place previously, the disbandment of the ATFs is mandatory two years from the moment in which the SLOs for the revised Core have been ratified by all the units.

II. Post-implementation and maintenance

A. Responsibilities and membership of the Core Curriculum Committee

1. The moment in which the ATFs are disbanded—either prior to or following implementation—the CCC assumes the responsibility for reviewing course proposals. The CCC is also charged with managing the assessment of the Core Curriculum in accordance with the assessment plan that will be designed for the Core, which must undergo program review periodically. The membership on the CCC will remain the same in post-implementation, with 16-21 voting members. There will be one member from each ATF selected by that ATF before disbandment; this may be the same faculty member who was already serving on CCC for that ATF. These members will be referred to as the Area Representatives.
2. As outlined under the section of pre-implementation, the CCC must have representation from all three units—the College, SBA, and SMSE—and there must be at least five combined voting members total from SBA and SMSE. In the event this membership requirement is not met, the unit(s) will appoint one or more representatives in order to reach the minimum. The CAC will be non-voting *ex-officio* members of the CCC, and the representative from the College will chair the CCC.
3. When the CCC assumes the responsibility for reviewing course proposals, continuity and consistency will be maintained in the review process given that the Area Representatives will already have experience from their previous work on the ATFs.
4. There is a general expectation that area representatives will serve 2-3 years on the CCC. Likewise, overall membership turnover should be staggered as much as possible to avoid having too many new members in a given year and to strengthen continuity and collective experience on the committee. (Ideally, all members would serve three years with rotation staggered such that not more than 5-7 new members started each year.)
5. Replacement of Area Representatives: When an Area Representative's term ends on the CCC, he or she will be replaced by the following procedure. In those areas whose SLOs closely correspond to the disciplinary identity of a given department, based on the curriculum and the aggregate research and scholarship carried out by its faculty, that department—or those departments when there are more than one for a given Core area—select the new Area Representative in consultation with the CAC. (The configuration of the ATFs as defined in the section on pre-implementation reflects those departments.) For those Core areas that do not have any specific departments named, the Dean(s) of the unit(s) will appoint the new

Area Representatives in consultation with the departments and/or programs within the unit(s) that are relevant to that particular area of the Core.

6. The CCC will meet twice each semester. Specific deadlines will be established for the submission of course proposals. In order to conduct business, the CCC must have a quorum present, which is constituted by a majority of voting members. All motions require a majority vote of the members present for approval.

B. Procedure and guidelines for evaluation of course proposals

1. All course proposals must be submitted to the chair of the CCC. If a given proposal is incomplete, the chair will return it to the submitter. If the proposal is complete, the chair will refer it to the members of the CCC for review.

New courses: New course proposals for Core courses are subject to administrative review by the department chair or program director—or the person directly in charge of managing that faculty member’s teaching load and course assignments in the respective unit (College or School). This is an administrative review and does not necessarily entail an evaluation of the merits of the course for a given Core attribute. The chair must indicate approval of the course before it is submitted to the chair of the CCC. Department chairs and program directors will be provided with the necessary parameters and details on the process in order to be able to effectively determine if a proposal is complete or incomplete.

Review by unit curriculum committees: If a proposal is for a course that will fulfill a requirement in a major, minor, or any other type of program (i.e. certificate, etc.) outside the Core Curriculum, then the proposal must also be reviewed by the unit that houses that program. The timing of the review by the unit curriculum committee—whether it is before, during, or after the review by the CCC for the Core—should be determined by that unit; in any case, these will be two independent, parallel reviews, one for the Core and one for that specific program. The course may not be taught nor listed in the undergraduate bulletin until it has successfully passed both reviews. On the other hand, if a proposal is for a course that will only serve for the Core and for general elective units (towards the 124-unit total), then it does not require separate approval by any units unless a given unit mandates this for its own governance or accreditation purposes. The CAC has the responsibility of ensuring effective communication among the units and the CCC with regard to these processes.
2. The members of the CCC have the responsibility of evaluating the course proposal based on the following criteria: the alignment between the course SLOs and the SLOs of that Core area; the course content; and the assessment mechanisms. The course syllabus must clearly reveal how the SLOs will be realized through the readings, activities, assignments, and other course components. The Area Representative of the Core area to which the proposal applies is expected to seek robust consultation from other experts in that area as needed prior to the meeting, and his or her recommendation during the deliberations is given strong weight. The CCC then collectively decides whether to approve or deny a course proposal.
3. The chair of the CCC informs the submitter of the CCC’s decision. If the proposal has been denied, the chair provides her/him with details on the strengths and weaknesses of the proposal. (The chair of the CCC ensures that all reports are

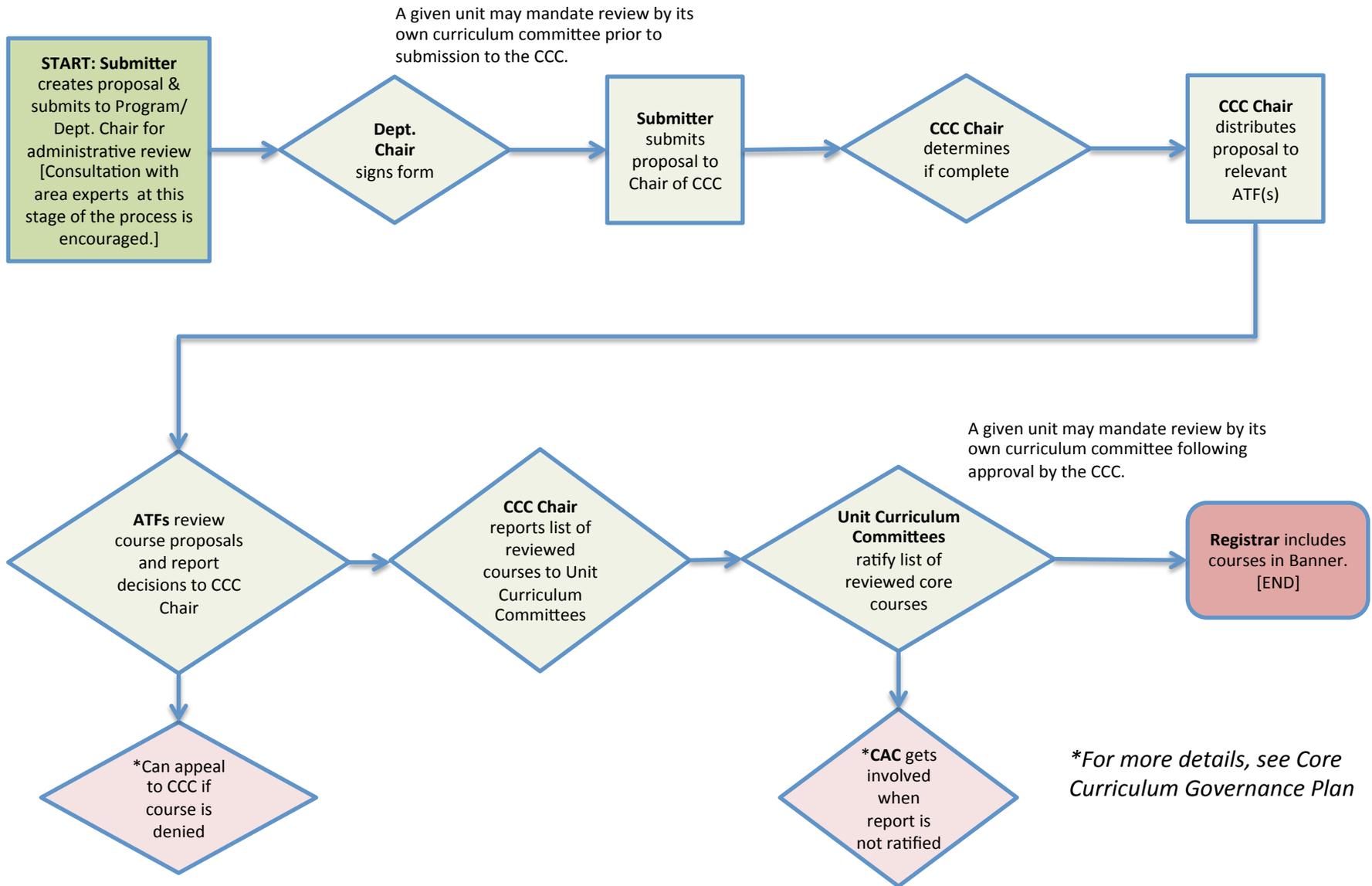
- posted on the password-protected website of the Core, which is accessible by all USD faculty.) If a course proposal is denied, it may be revised and resubmitted.
4. The chair of the CCC provides a report to each of the unit curriculum committees with a list of all courses reviewed and their approval status. When all three units have accepted the report, those decisions are considered ratified. The CAC ensures that a list of all approved and ratified courses is submitted to the Registrar.

C. Appeals and conflict resolution

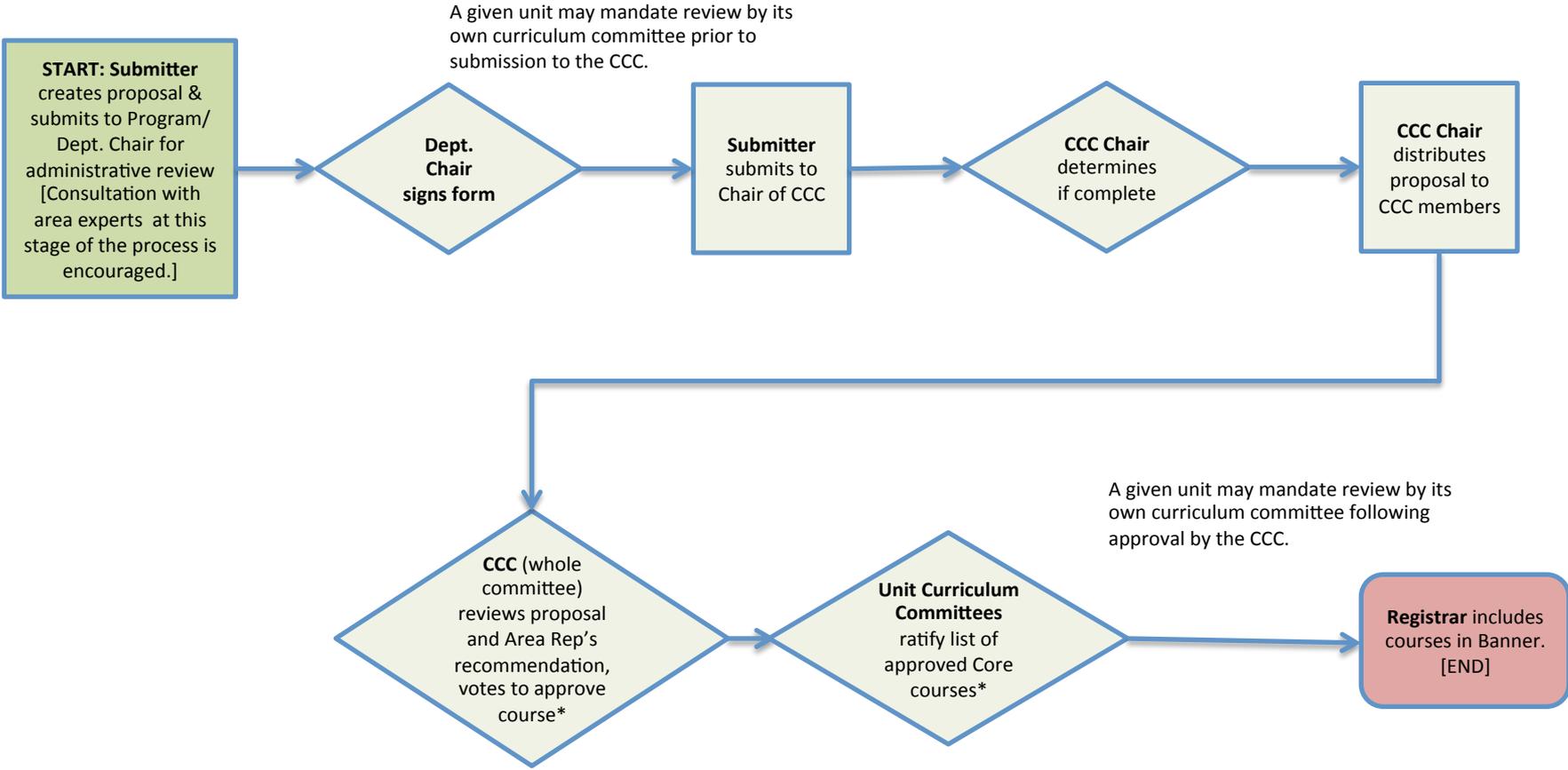
There are several different levels from which an appeal may be made: the individual, the group, or the unit:

1. If a course proposal is denied twice by the CCC, the submitter may appeal the CCC decision to the Senate Core Curriculum Committee (SCCC), whose decision is final.
2. If a department, program, or other group of faculty members does not agree with the decision(s) made by the CCC, they may appeal to the CAC. The CAC will work with this group and the CCC in order to resolve the conflict. If a resolution is not reached, then the group may appeal the decision(s) to the SCCC.
3. In the event one or more units fail to accept a CCC report, the CAC works with the CCC and the unit curriculum committees in order to resolve the conflict and achieve ratification. If this is not achieved, the issue is referred to the SCCC.

Pre-Implementation Process for Course Approval (by ATFs)



Post-Implementation Process for Course Approval (Following disbandment of ATFs)



General Rules for Core Governance

These General Rules apply to the Core Structure as a whole. They address a number of governance details, which are better determined as part of this Proposal rather than later in the implementation process. The Core Revision Conference Committee has approved these rules by vote.

1. Double counting of Core courses

- a. No courses may be double counted for two different areas of inquiry (Theological and Religious Inquiry, Philosophical Inquiry, Ethical Inquiry, Artistic Inquiry, Scientific and Technological Inquiry, Social and Behavioral Inquiry, Historical Inquiry, and Literary Inquiry). In the case of a course that is approved for two different areas of inquiry—for example, a course that meets the learning outcomes for both Artistic Inquiry and Historical Inquiry—the course could be used by a student to fulfill either of those two areas but not both.
- b. Flagged DISJ, Competencies, and Integration courses can be double counted with other areas of the Core including an area of inquiry, provided the course is approved for both areas. For example, a DISJ course could potentially fulfill a Literary Inquiry requirement within Explorations, or a Writing course could potentially fulfill an Ethical Inquiry course within Foundations.)
- c. A course may have two flags from the Competencies and DISJ, provided the course is approved for both areas. For example, a course could potentially count for both Writing and DISJ.
- d. A Core Project could potentially fulfill three additional Core attributes in other areas of the Core, including an area of inquiry. For example, a Core Project could potentially count for Social and Behavioral Inquiry, DISJ, and Writing.
- e. All Core courses may double count for a major or minor as appropriate.

2. Core approval process for special courses

- a. Honors courses must be submitted for review through the same procedure as any other USD course following approval by the departments/units.
- b. Transfer courses and all courses from unaffiliated and affiliated study-abroad programs (including Madrid and any other USD centers or programs abroad) must first be reviewed by the department or program to which they would be transferred. If the chair or program director determines that a given transfer or study-abroad course is an equivalent of an approved Core course within her or his department or program, based on the review of the course syllabus, then it will be approved as such. Otherwise, it must be submitted to the CCC for approval as a Core course.
- c. USD faculty-led study abroad courses must go through the same procedure for Core approval as any regular USD course.

3. Core course numbering and frequency of Core course offering

- a. Each course submitted for Core approval that is intended to be a “bulletin Core course” and offered more than once in the future must have a distinct course

- number. This means that a course may not be submitted for approval with the intention of having some sections with a Core attribute and others without.
- b. One-time Core approval for a course may be sought. This might be the case for a special topics course or one section of a course taught by a specific instructor.

Core Logistics

The following section on logistics complements the Governance Plan. It maps out the organizational requirements for implementing the new Core, with administrative support from the Dean of the College and Dean's office staff. It outlines the plan for assessing the new Core and includes budgeting questions, highlighting the need for the administration's commitment to compensating faculty for their work.

The Core Logistics Task Force (CLTF) is an information-gathering and planning group. It will work directly with the CAC on a continual basis and report its planning and recommendations directly to the CCC. It will also submit reports to the unit curriculum committees and to the CAS Dean and the Dean's office staff on a monthly basis; additionally, it will work with each to revise issues and problems as they arise. CLTF members will be appointed by the CAS Dean. It will support the Core Curriculum Committee and the Area Task Forces, which are identified in the Governance Plan as making final decisions in Governance.

General responsibilities of the CLTF:

- Collaborating with the dean's office to help to prepare and facilitate implementation of scheduling, advising, and core management (e.g., maintaining a core website) issues;
- Drafting budgets and analyzing resources to identify where and how resources are being used, and whether they are sufficient; requests support from administrative offices (CAS dean, SBA and SMSOE deans, and the Provost);
- Providing professional development (e.g., one-day workshop; continued development for specialized courses, such as W courses; development resources, such as course design videos, etc.);
- Developing a long-term assessment plan, cycle, and general program review for the core.

Some of the more specific tasks of the CLTF:

1. The CLTF will recommend resolutions for scheduling issues, including:
 - a. First Year students are required to take LLCs and Writing during their first year; enough sections for the entire entering class must be offered.
 - b. Students must be assessed before placement for writing, mathematics, quantitative literacy, and second language; special support should be developed for at-risk student cohorts (e.g., international students, athletes, students with lower SAT/ACT scores, etc.).

- c. Core courses must be offered in a timely and effective fashion. Enough courses must be offered at enough varied times so that flow is smooth and students are assured completion.
 - d. Core courses should be numbered in ways that clearly distinguish them from other curricular offerings.
2. The CLTF will work to develop a useful and attractive Core website to serve students, faculty advisors, and prospective students and parents. It will centralize core requirements, course descriptions, and registration, and it will represent USD's aspirations in the liberal arts and the Catholic Intellectual Tradition. This includes working with the Registrar to assure that Banner functions properly and efficiently.
3. The CLTF will work in tandem with the ATFs to develop assessment guidelines and work with administrative staff to establish a suggested assessment cycle plan and program review for the core curriculum. The CLTF will make recommendations to the CCC about the following program review and assessment considerations:
 - a. Approved courses should be regularly assessed based on approved assessment cycle for the Core. The outcomes of the assessment should determine the continuing status for the course.
 - b. Annual assessments for each area must follow assessment plan for first cycle.
 - c. Course term limits must be identified (i.e. approval is contingent upon assessment within one review cycle).
4. The Core Curriculum constitutes a program and should undergo program review as an established process. This process will be developed by the CLTF in conjunction with unit curriculum committees, the CCC and the SCCC.
5. The CLTF will work with the CCC and help develop recommendations for the following pending issues:
 - a. Deadlines for course proposal submissions for review will be posted and finalized a year in advance.
 - b. Waivers and substitutions for core requirements should be conducted through a uniform process identified as a CCC function.
 - c. Once a course has received approval, the review process must be considered again for changes to the original proposal (i.e., course revisions, title changes, etc.), and this process for resubmission should be identified through completion.

Timeline Table for the Core Curriculum, 2015-2017

<i>Pre-Implementation Phase</i>		
Timeline	Activities	Budget/Resources Needed
Summer/Fall 2015	ATFs develop LOs; CCC formed from ATF membership; CEE provides LO workshops; videos developed as support materials.	1-day development workshop support, including CEE staff hours, incentives for faculty (materials needed, creation of videos, etc.); incentives for proposing new core pilots to be reviewed during 2015-16 and taught 2016-2017
Fall 2015	Units ratify LOs; ATFs and CCC begin to review course syllabi; CLTF assists by providing core educational development (e.g. town-hall meetings); CTLF will track general progress and report to governance committees; CEE hosts workshops on the new core; core pilot planning for 2016-2017	Estimated costs for providing education about teaching in the new core; continued specialized LO and course design development where needed (e.g., Writing Program specialists until USD WPD is hired, and other experts provide additional guidance for course review)
Spring 2016	ATFs continue to review course syllabi; end of term approval of course list for core areas; core educational development; core pilot planning; Senate SCCC should be formed by this date	Support for core pilots; continued development for faculty
<i>Final Vote: Core receives final approval from faculty, Unit Curriculum Committees, Senate, and BOT, based on successful implementation and elaboration of the current Core Proposal.</i>		
Timeline	Activities	Budget/Resources Needed
Summer 2016	Professional development for teaching core courses offered through CEE summer workshops & Writing Program Director	Professional development incentivized
Fall 2016	ATFs disbanded; course approval process with CCC; appeals process is in place with CAC and SCCC; core pilots are offered for fall courses; professional development for teaching in the core continues	Support for core pilots; continued development support
Spring 2017	Core courses with LOs fully mapped to core areas; core pilots are offered for spring courses; professional development for teaching in the core continues	Support for core pilots; continued development
Summer 2017	Professional development for teaching core courses offered	Professional development incentivized; assessment teams for core courses are compensated for pilots
<i>Core Implementation</i>		
Fall 2017	New Core is fully implemented for incoming students; maintenance period begins; students on old core transition through system	Professional development incentivized; assessment teams for core courses are compensated for assessing first annual core assessments according to assessment plan for first cycle.