

# The Integrative Core Curriculum:

## Overview and Update

Summer 2017

# Key Word: **Integration**

- University Learning Goals
- Disciplines
- Core with Majors
- Specific Skills
- Assessment

Part I:

# THE UNIVERSITY LEARNING GOALS

# UNIVERSITY LEARNING GOALS

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## INTELLECT CHARACTER LEADERSHIP SERVICE

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As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

### INTELLECT

John Carroll students will be transformed by an integrative curriculum, in-depth study within their program(s) of study, and applied learning to fully realize their potential to enrich the world. To achieve this level of engaged learning, our students will:

- Develop habits of critical analysis and aesthetic appreciation
- Understand the religious dimensions of human experience
- Demonstrate an integrative knowledge of human and natural worlds
- Apply creative and innovative thinking
- Communicate skillfully in multiple forms of expression
- Demonstrate a capacity to engage in respectful civil discourse



# UNIVERSITY LEARNING GOALS

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## INTELLECT CHARACTER LEADERSHIP SERVICE

---

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

### CHARACTER

John Carroll students will develop a holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:

- Cultivate a habit of reflection
- Understand, value, and respect their own and others' talents, unique characteristics, and socio-cultural identities
- Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good
- Practice mature decision making and care for the whole person
- Act competently in a global and diverse world





# UNIVERSITY LEARNING GOALS

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## INTELLECT CHARACTER LEADERSHIP SERVICE

---

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

### LEADERSHIP

John Carroll students will recognize themselves as agents of positive change with and for others. Integrating faith and reason to meet the world's needs through ethical leadership, our students will:

- Claim their identities as discerning leaders
- Apply a framework for examining ethical dilemmas
- Employ leadership and collaborative skills
- Live responsibly in accord with their personal belief system



# UNIVERSITY LEARNING GOALS

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**INTELLECT**  
**CHARACTER**  
**LEADERSHIP**  
**SERVICE**

---

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

## SERVICE

John Carroll students will advocate for social justice through responsible service in their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with the poor and the marginalized, our students will:

- Understand and promote social justice
- Work actively toward creating a more inclusive, welcoming, and just community
- Serve in their communities as engaged citizens and advocates



# UNIVERSITY LEARNING GOALS

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**INTELLECT**  
**CHARACTER**  
**LEADERSHIP**  
**SERVICE**

---

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

- Demonstrate an integrative knowledge of human and natural worlds
- Develop habits of critical analysis and aesthetic appreciation
- Apply creative and innovative thinking
- Communicate skillfully in multiple forms of expression
- Act competently in a global and diverse world
- Understand and promote social justice
- Apply a framework for examining ethical dilemmas
- Employ leadership and collaborative skills
- Understand the religious dimensions of human experience.



Part II:

# INTEGRATIVE CORE STRUCTURE

# Foundational Competencies



# Foundational Competencies

- EN 120-121
  - Developmental Writing I – II
- EN 125
  - Seminar on Academic Writing
- HP 101
  - Honors Colloquium: Life of the Mind

Written  
Expression

# Foundational Competencies

- COMM 125
  - Speech Communication

FW

Oral  
Expression



# Foundational Competencies

- QA (MT 119)
- QA: Science, Business, and Humanities (ER 115)
- Analytical Chemistry (CH 261/3)
- GIS (PO 203)
- Making Sense of Data (ED 101)
- Political Analysis (PO 105)
- Business Analytics & Statistics (EC 210)
- Elementary Statistics (MT 122)
- Probability & Statistics (MT 229)
- Statistics for the Biological Sciences (MT 228)
- Statistics for Middle School Mathematics (MT 221)
- Statistics in Sports (SPS 122)

FW

FO

Quantitative  
Analysis

# Languages

- Continuing a previously studied language?
  - Complete through 201
- Starting a new language?
  - Take 101 and 102

- Chinese
- French
- German
- Greek
- Italian
- Japanese
- Latin
- Slovak
- Spanish

FW

FO

QA

LANG

Foundational Competencies

# Languages

- Continuing a previously studied language?
  - Complete through 201
- Starting a new language?
  - Take 101 and 102

- Chinese
- French
- German
- Greek
- Italian
- Japanese
- Latin
- Slovak
- Spanish

FW

FO

QA

LANG

Foundational Competencies

# Distribution Courses

- Three stand-alone courses
- No pre-requisites
- Introduce foundational skills and methods in the respective discipline

SOC

SCI

HUM

FW

FO

QA

LANG

Foundational Competencies



# Distribution Courses

Introduction to  
Social Science

- Understand the perspectives of social science

SOC

SCI

HUM

- EC, PO, or SC

FW

FO

QA

LANG

Foundational Competencies

# Distribution Courses

Introduction to  
Natural Science

- Understand the perspectives of science
- BL, CH, CS, EP, PH, MT, PS

SOC

SCI

HUM

FW

FO

QA

LANG

Foundational Competencies

# Distribution Courses

Introduction to  
the Humanities

- Understand the perspectives of the humanities

SOC

SCI

HUM

- AH, CL, COMM, EN, HS, CMLC/IC

FW

FO

QA

LANG

Foundational Competencies

# The Heart of the New Core



The diagram illustrates the 'Heart of the New Core' curriculum structure. It is organized into four horizontal layers. The top layer, 'Integrated Courses', features three blue rounded rectangles with a white bar across them. The second layer, 'Distribution Courses', consists of three colored rectangles (olive, green, red) with a grey bar across them. The third layer, 'Jesuit Heritage', shows a 2x3 grid of colored rectangles (green, blue, olive in the top row; green, pink, pink in the bottom row) with a grey bar across the middle. The bottom layer, 'Foundational Competencies', includes four colored rectangles (three red, one orange) with a pink bar across the first three.

Integrated Courses

Jesuit  
Heritage

SOC

SCI

HUM

Distribution Courses

FW

FO

QA

LANG

Foundational Competencies



# Integrated Courses

## Linked Courses



- A linked pair of courses from 2 different disciplines
- Focus on
  - integration
  - writing
  - critical thinking



LINK

# Integrated Courses

## Linked Courses (former Human Experience)

- The Atlantic World (EN/HS)
- The Beat Generation (AH/EN)
- Communication (COMM/EN)
- Ethics & Aesthetics (AH/TRS)
- Gender Issues (HS/SC)
- Ireland (EN/PL)
- Imperialism (EN/HS)
- Japan (HS/SC) and (HS/EN)
- Plato (PL/PO)
- Pop Culture (EN/PL)
- Religious Enthusiasm (HS/TRS)
- Religion, Food, and Culture (IC/TRS)

SOC

Distribution

FW

FO

QA

LANG

Foundational Competencies

LINK

# Integrated Courses

## Linked Courses (former Human Experience)

- Don DeLillo (AH/EN)
- Islamism (PO/TRS)
- Race/Ethnicity in Theatre (COMM/SO)
- War of the Roses (EN/HS)
- Rome (AH/HS)
- Trauma (EN/PS)
- Supernatural (HS/EN)

SOC

SCI

HUM

Distribution Courses

FW

FO

QA

LANG

Foundational Competencies

LINK

# Integrated Courses

## Linked Courses (former Natural World)

- Climate Change/Environmental Literature (BL/EN)
- Detective Fiction/Forensic Chemistry (CH/EN)
- Ideas and Health (CH/ER)
- Inquiry (CH/PH)
- Origins: Science and Philosophy (BL/PL)
- Language and Linguistics (BL/EN)
- Science and Innovation (EP/ER)

SOC

Distribution

FW

FO

QA

LANG

Foundational Competencies



LINK

# Integrated Courses

## Linked Courses (former Natural World)

- Chemistry and Culture of Food (CH/IC)
- Childhood (PS/HS)
- Policy and Science of Climate Change (PH/COMM)
- Consciousness (PS/EN)
- Ecology (BL/MT)
- Energy (CH/ER)
- Wrongful Conviction (CH/PO)
- History and Memory (PS/HS)
- Melancholy (PS/EN)
- Race (BL/PL)

SOC

Distribution

FW

FO

QA

LANG

Foundational Competencies

# Integrated Courses

## Engaging the Global Community



A single course, either

- team-taught, or
- offered as part of a faculty learning community

- Focus on
  - globalism and diversity
  - writing



# Integrated Courses

## Engaging the Global Community

EGC

### Team-Taught

- Global Debt (PO/SC)
- Japanese Pop Culture (HS/IC)
- Peace After Empire (EN/HS)
- The Silk Road (AH/TRS)

### Learning Communities

- Cultural Encounters (EN/HS/PO)
- Globalization (EN/HS/PO/SC)
- World Art (AH/HS/TRS)

FW

FO

QA

LANG

Foundational Competencies

# Integrated Courses

## Engaging the Global Community

EGC

### Team-Taught

- Berlin (HS/PO)
- Latin American Healthcare (PO/AR)

### Learning Communities

- Power and Identity
  - (CL/HS/IC/PO/SP)
- Storytelling
  - (HS/COMM/EN/IC/PO)

FW

FO

QA

LANG

Foundational Competencies

# Jesuit Heritage

## Theology and Religious Studies

### Two courses

- Lower Division (100/200)

- survey of a religious tradition or a field of religious/theological studies

- Upper Division (300)

- specific and topical

TRS

Upper

TRS

Lower

FW

FO

QA

LANG

Foundational Competencies

# Jesuit Heritage

## Philosophy

TRS  
Upper

TRS  
Lower

PL  
K&R

PL  
V&S

One courses from each category

- Knowledge and Reality
  - focus on critical thinking
- Values and Society
  - focus on ethics

FW

FO

QA

LANG

Foundational Competencies

# Jesuit Heritage

## Issues in Social Justice

TRS  
Upper

ISJ

TRS  
Lower

PL  
K&R

PL  
V&S

One course

- Equality and dignity of all persons
- Understand systemic injustice
- Empowered to act

FW

FO

QA

LANG

Foundational Competencies



# Jesuit Heritage

## Issues in Social Justice

- More than 50 courses approved
- From a wide variety of disciplines and programs
  - CL, COMM, EN, HS, IC, PL, TRS
  - PO, SC, PS
  - ED, ER, LP, GEND

ISJ

FW

FO

QA

LANG

Foundational Competencies

# Jesuit Heritage

## Issues in Social Justice

ISJ

- Historical and Literary Issues:
  - Slavery
  - Poverty
  - Immigration
  - Sexuality
  - Dictatorship

FW

FO

QA

LANG

Foundational Competencies

# Jesuit Heritage

## Issues in Social Justice

ISJ

- Contemporary and Professional Issues:
  - Media depictions of women and race
  - Interpersonal violence
  - Human Rights
  - Genocide
  - Prejudice
  - Journalism
  - Education
  - Social Entrepreneurship
  - Public Health
  - Environmental Justice
  - Economy
  - Corruption

FW

FO

QA

LANG

Foundational Competencies

# Jesuit Heritage

## Creative and Performing Arts

One course (1+ cr. hr.)  
– **Engage** in the creative process

TRS  
Upper

ISJ

CAPA

TRS  
Lower

PL  
K&R

PL  
V&S

FW

FO

QA

LANG

Foundational Competencies

# Jesuit Heritage

## Creative and Performing Arts

ISJ

- Acting
  - Classical Drama in English (CL)
  - Improvisation (CO)
  - Introduction to Theatre (CO)
  - Oral Literature Interpretation (CO)
  - Performance in Media (CO)
  - Stage Action (CO)
  - Enduring Themes, Popular Forms (GR)
  - Performing Shakespeare (EN)
- Creativity
  - Problem Solving (ER)
- Dance
  - Modern
  - Ballroom/Social
- Media Production
  - Audio Production (CO)
  - Practicum in *Carroll News*, Radio, Theatre

FW

FO

QA

LANG

Foundational Competencies

# Jesuit Heritage

## Creative and Performing Arts

ISJ

- Music

- Instrumental Ensembles: Brass, Jazz Band, Strings, Winds
- Lessons: Guitar, Voice
- Vocal Ensembles: Schola Cantorum, Chapel (FA)
- Theology in Musics (TRS)

- Visual Arts

- Digital Photography (CO)
- Japanese Calligraphy (IC)
- Japanese Ikebana (IC)

- Writing

- Creative Writing (EN)
- Fiction Workshop (EN)
- Poetry Workshop (EN)
- Screenwriting (CO)

FW

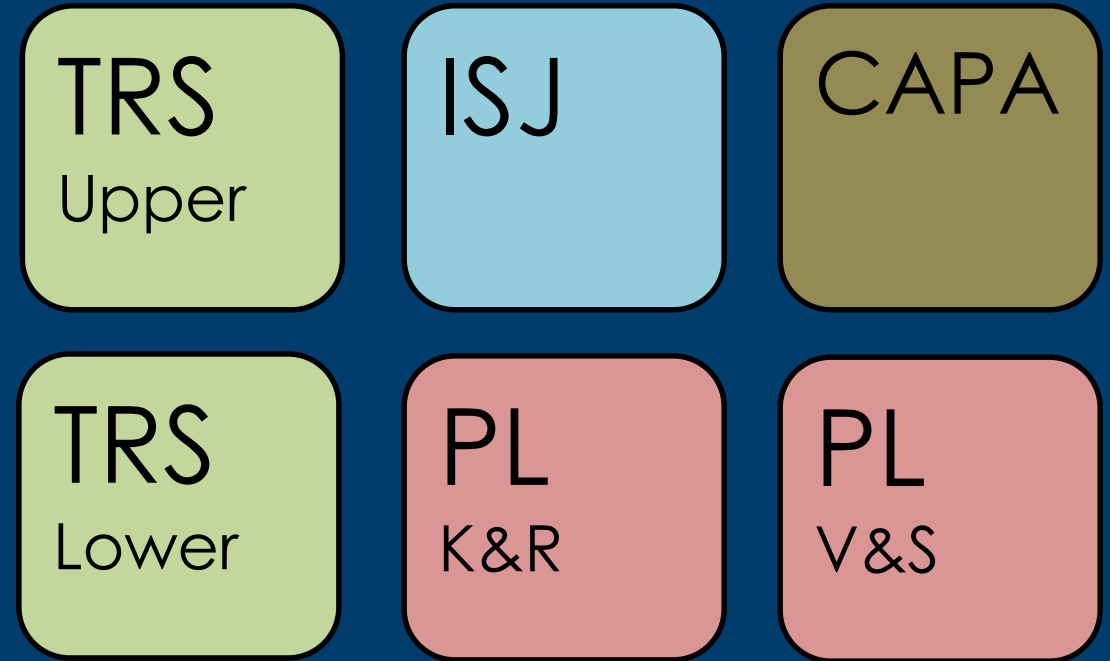
FO

QA

LANG

Foundational Competencies

# Jesuit Heritage





Integrated Courses

The diagram shows three overlapping rounded rectangular boxes. The leftmost box is blue, the middle one is a lighter blue, and the rightmost one is teal. A white horizontal bar with a thin black border is positioned across the middle of the three boxes, containing the text 'Integrated Courses'.

SOC

SCI

HUM

Distribution Courses



Jesuit  
Heritage

The diagram shows a central grey rounded rectangular box with the text 'Jesuit Heritage'. It is surrounded by six other rounded rectangular boxes: two light green boxes to the left, one light blue box above, one olive green box to the right, and two pink boxes below.

FW

FO

QA

LANG

Foundational Competencies



# Requirements in the Major

Integrated Courses

SOC

SCI

HUM

Distribution Courses

Jesuit  
Heritage

FW

FO

QA

LANG

Foundational Competencies

Additional  
Writing

# Major Requirements

Additional  
Presentation

Capstone

Additional  
Writing

Additional  
Presentation

Capstone

# Major Requirements

Each major must designate at least one course that provides students process-oriented discipline-specific writing instruction.

Students in the course should produce polished writing, typically 3,000-3,750 words (12-15 pages) across the course of the semester.

Additional  
Writing

Additional  
Presentation

Capstone

# Major Requirements

At some point, each major must provide some instruction on discipline-specific expectations for public presentation.

Each student must give a short presentation (either informative, persuasive, or argumentative) that is addressed to a particular real audience

Additional  
Writing

Additional  
Presentation

Capstone

# Major Requirements

An experience (typically junior or senior year) which represents the culmination of the student's academic experience.

- May be a course, created work or product, or something experiential
- Requires the disciplined use of skills, methodology, and knowledge taught through the curriculum.
- Should involve synthesis, reflection, and/or research.
- May allow students to demonstrate emerging professional competencies.



# Foundational Competencies

FW

FO

QA

# Languages

FW

FO

QA

LANG



# Distribution Courses

SOC

SCI

HUM

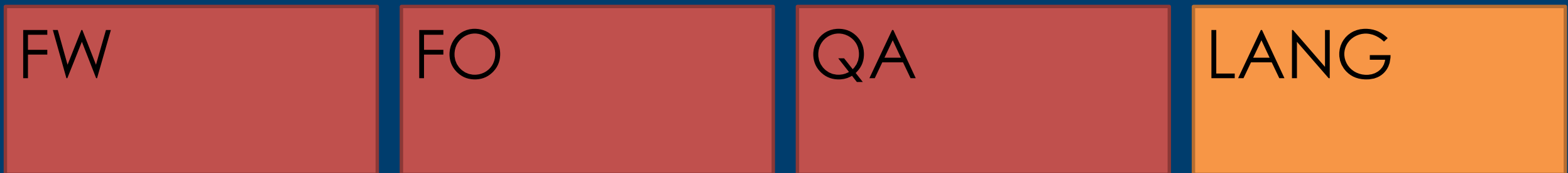
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FO

QA

LANG

# Integrated Courses



# Jesuit Heritage

LINK

EGC

TRS  
Upper

ISJ

CAPA

SOC

SCI

HUM

TRS  
Lower

PL  
K&R

PL  
V&S

FW

FO

QA

LANG

AW

AP

CAP

## Requirements in the Major

LINK

EGC

TRS  
Upper

ISJ

CAPA

SOC

SCI

HUM

TRS  
Lower

PL  
K&R

PL  
V&S

FW

FO

QA

LANG

AW

AP

CAP

LINK

EGC

TRS  
Upper

ISJ

CAPA

SOC

SCI

HUM

TRS  
Lower

PL  
K&R

PL  
V&S

FW

FO

QA

LANG

Part III:

# INTEGRATED DISCIPLINES



Disciplinary  
perspectives are  
introduced in the  
**Distribution Courses**

...

# Multiple Disciplines



# Multiple Disciplines

And integrated in the **Integrated Courses**, which require faculty and students to connect perspectives from multiple disciplines.

**Quantitative analysis** courses and **writing/presentation in the major** require those topics/pedagogies to be grounded in a specific disciplinary context.

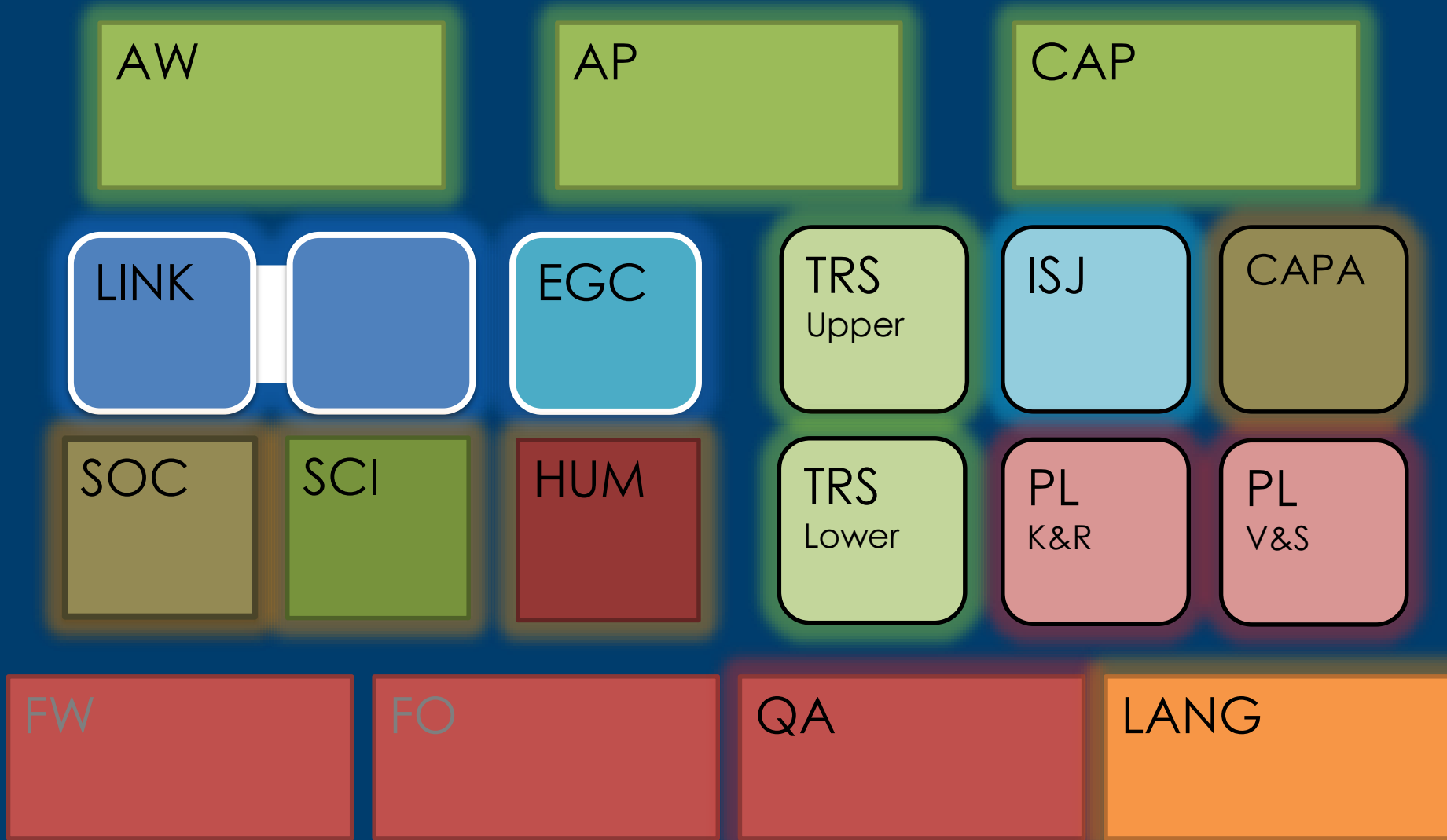




The  
**Requirements  
in the Major**  
ensure that the  
Core and the  
major are  
connected

...

Core with Majors



...

but courses  
from **most  
other  
categories** can  
also satisfy  
major or minor  
requirements.

# Core with Majors

Part IV:

# INTEGRATED COMPETENCIES

AW

AP

CAP

LINK

EGC

TRS  
Upper

ISJ

CAPA

SOC

SCI

HUM

TRS  
Lower

PL  
K&R

PL  
V&S

FW

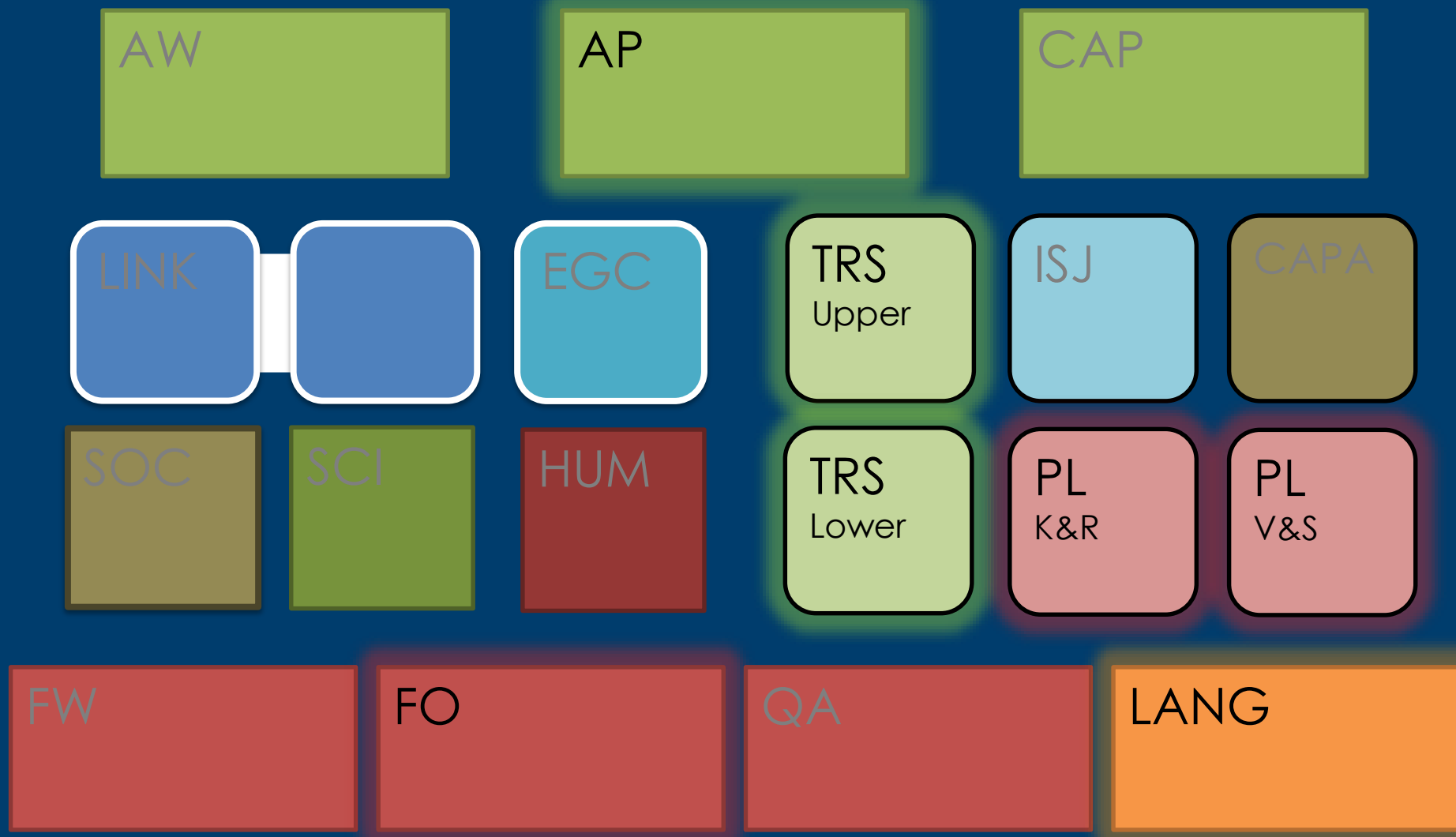
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QA

LANG

Competency in Written  
Communication

Writing is an important focus of the **Foundational Writing** course, the **Languages** requirement, all three **Integrated Courses**, and the **Additional Writing** requirement, as well as **Philosophy** and **Theology/Religious Studies** courses.



Speaking is an important focus of the **Foundational Oral** course, the **Languages** requirement, and the **Additional Presentation** requirement, as well as **Philosophy** and **Theology/Religious Studies** courses.

# Competency in Oral Communication

AW

AP

CAP

LINK

EGC

TRS  
Upper

ISJ

CAPA

SOC

SCI

HUM

TRS  
Lower

PL  
K&R

PL  
V&S

FW

FO

QA

LANG

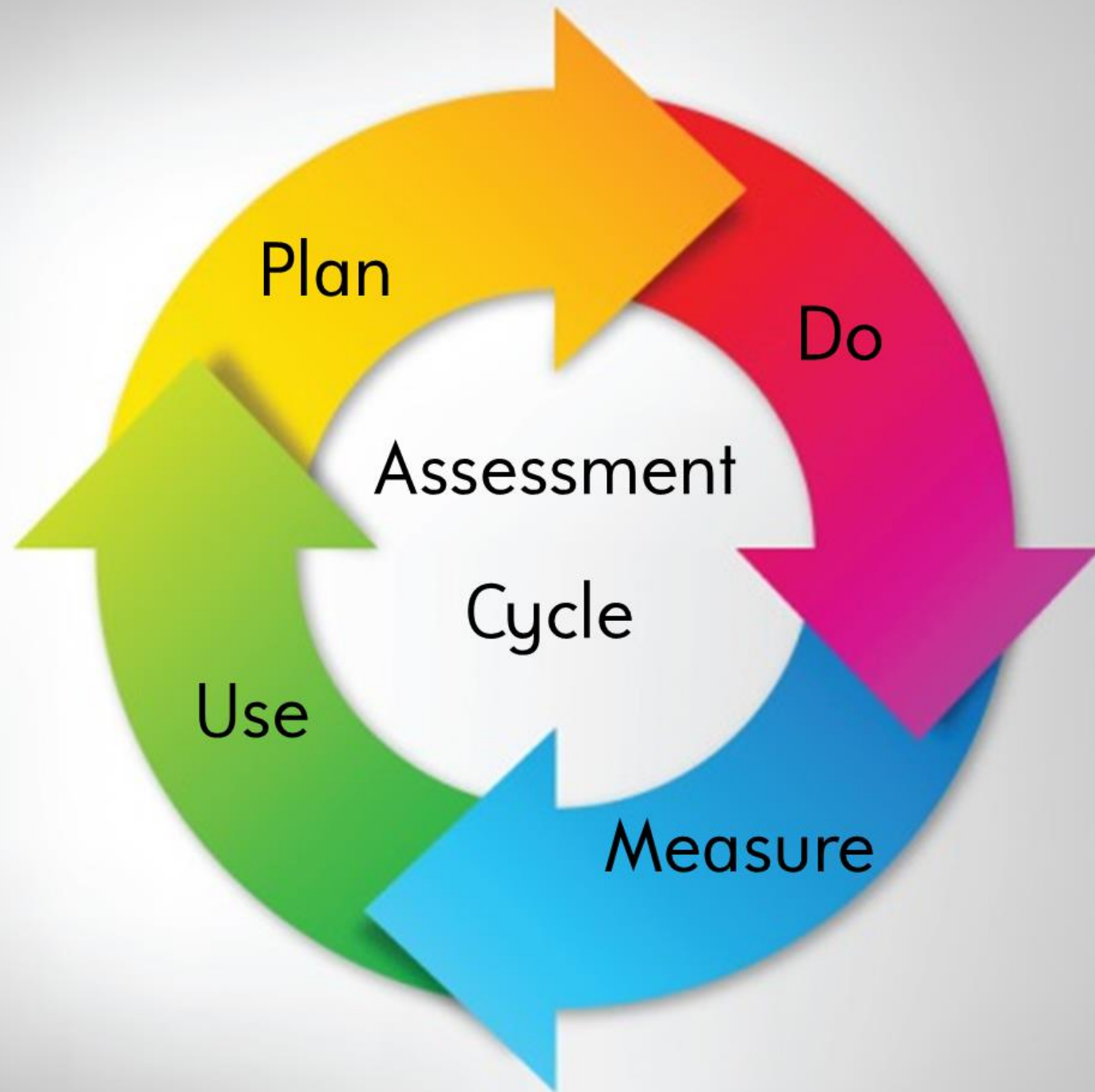
These skills are featured in the research that informs both **written and oral communication.**

**QA classes** must include technology.

Competency in Technological/  
Information Literacy

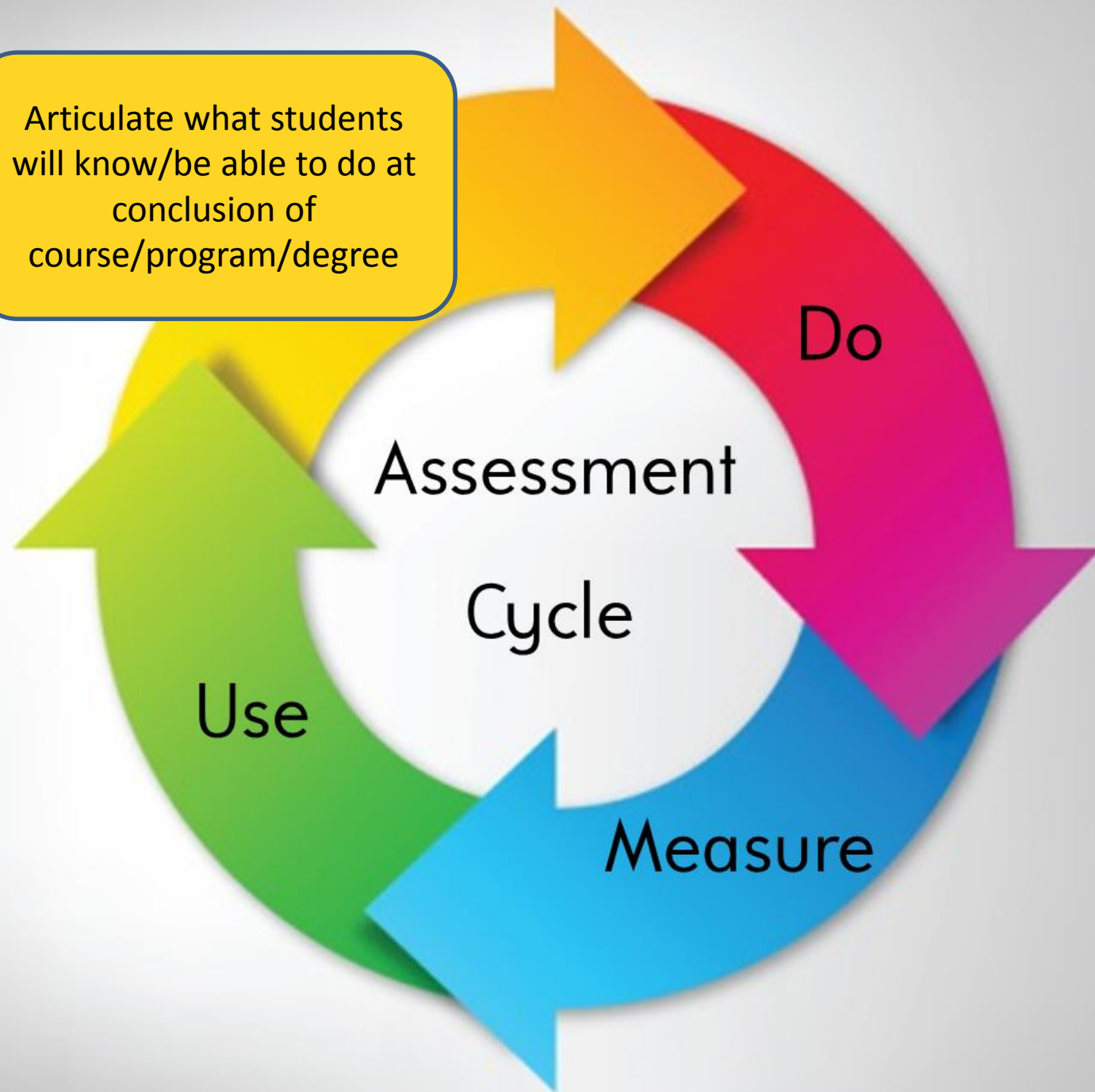
Part V:

# INTEGRATED ASSESSMENT





Articulate what students  
will know/be able to do at  
conclusion of  
course/program/degree



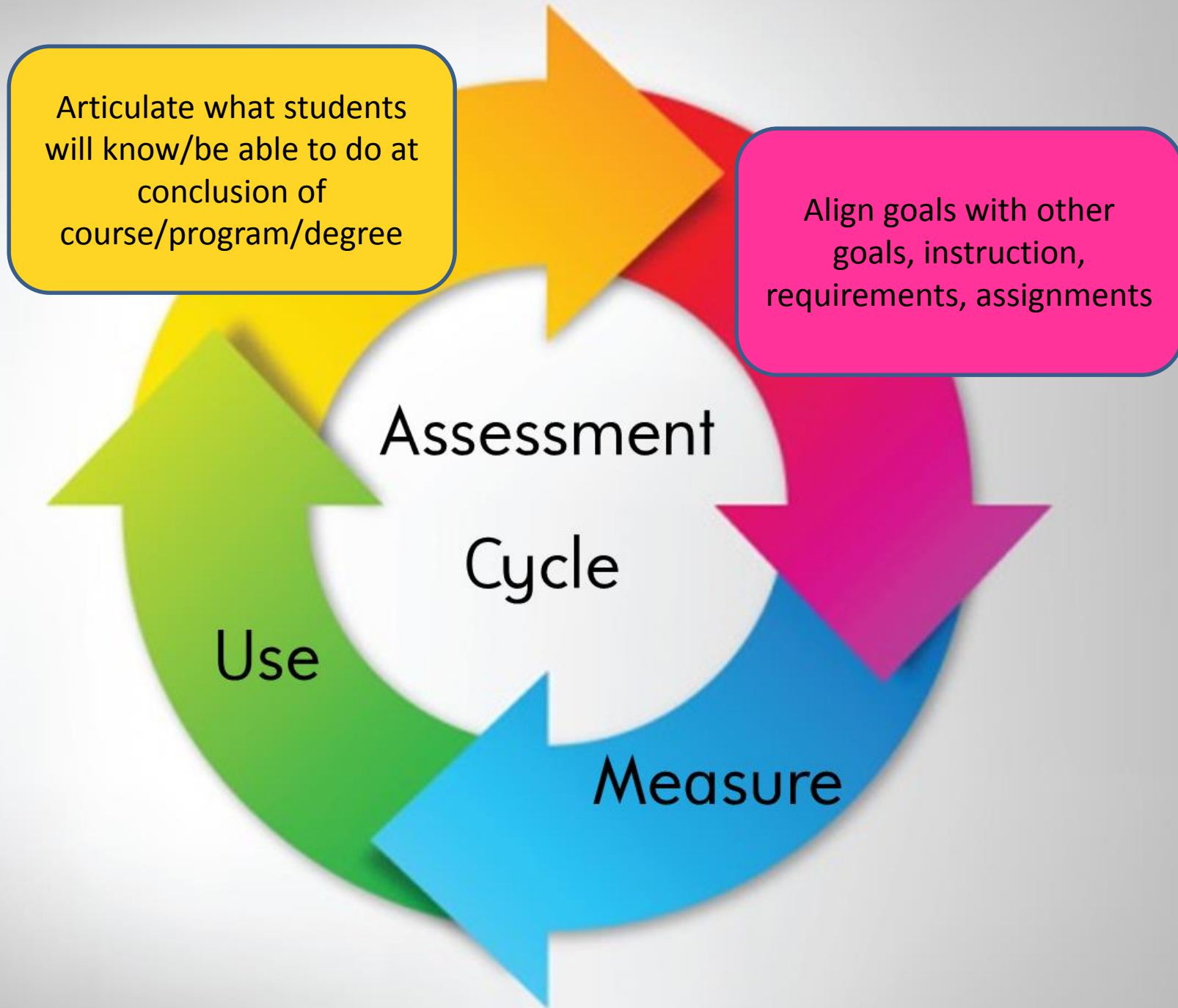
Articulate what students  
will know/be able to do at  
conclusion of  
course/program/degree

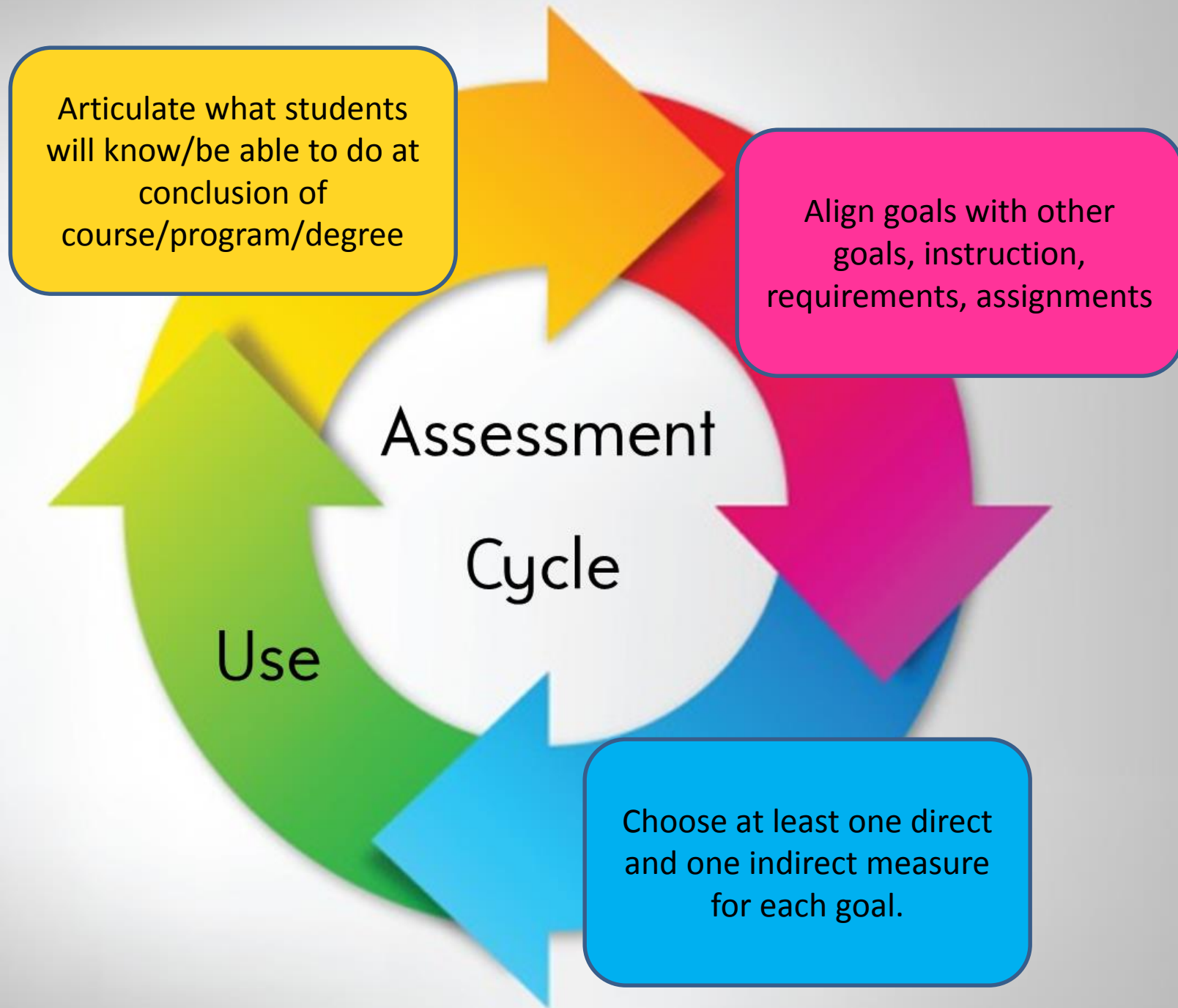
Align goals with other  
goals, instruction,  
requirements, assignments

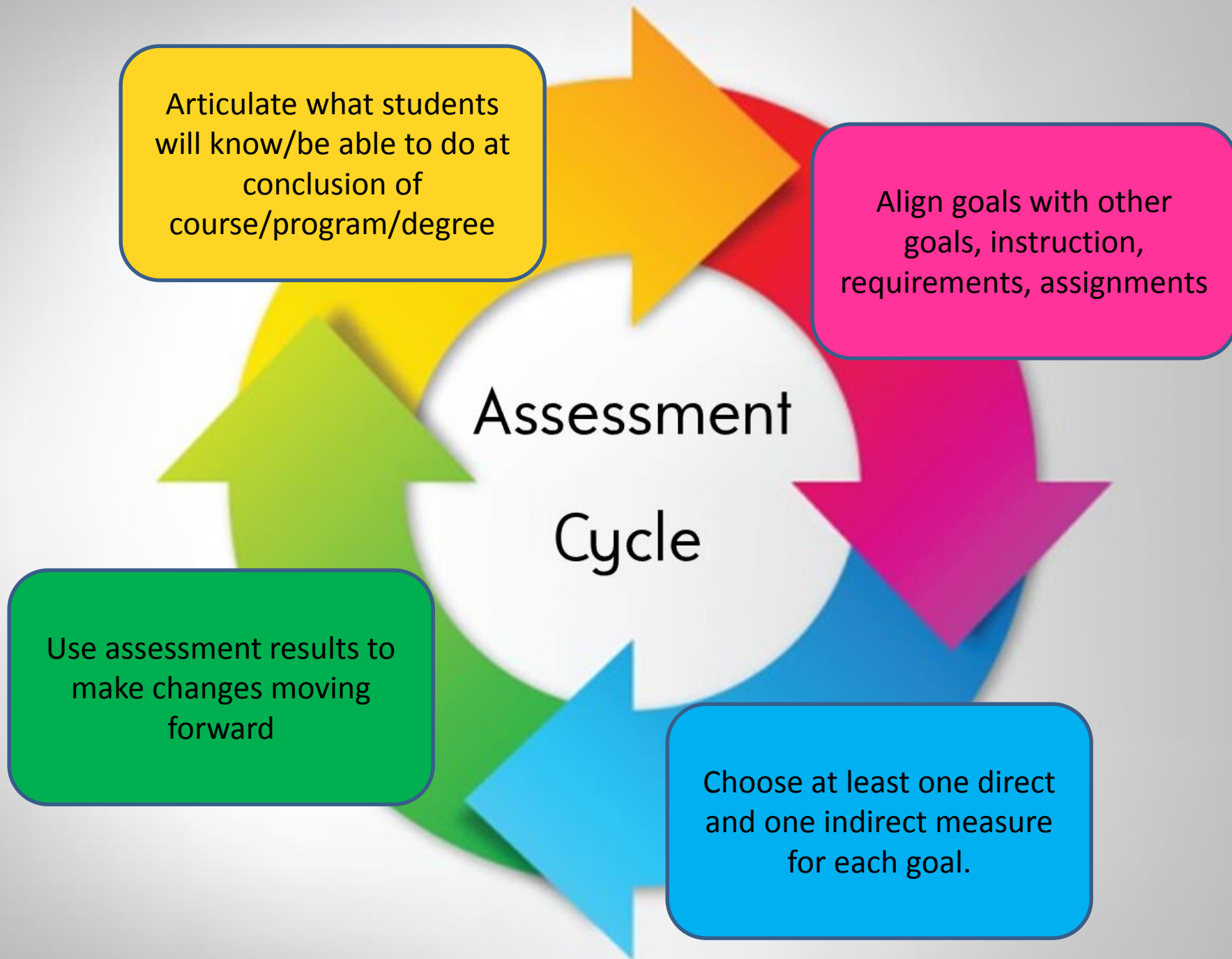
# Assessment Cycle

Use

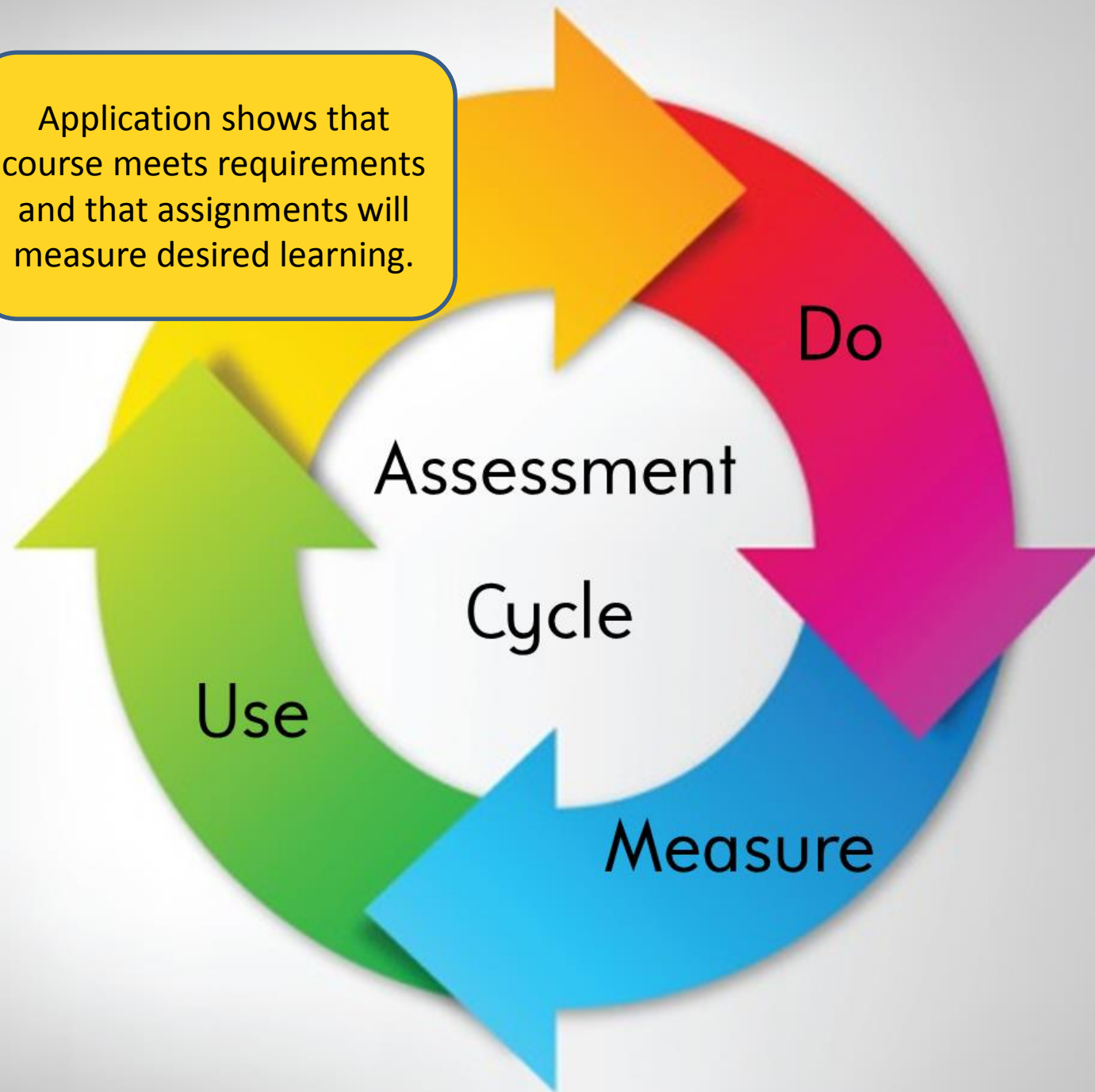
Measure







Application shows that  
course meets requirements  
and that assignments will  
measure desired learning.





## CORE CURRICULUM APPLICATION - TO BE COMPLETED BY COURSE INSTRUCTOR

### CONTACT INFORMATION

Banner ID *	Name *	Email Address *	Application Date *
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### CORE DESIGNATION

Core Designation  
 ▼

☐ I believe this course is also appropriate for the outgoing University Core until it ends

### COURSE INFORMATION

Instructor Name:	Instructor Email:			
<input type="text"/>	<input type="text"/>			
Course Subject:	Course Number:	Course Title: (limited to 30 characters by Banner)	Credit Hours:	Semester First Offered:
<input type="text"/> ▼	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Course Bulletin Description (CTRL+V to paste, textbox will auto-expand)

WE STRONGLY ENCOURAGE UPLOADING YOUR COURSE DOCUMENTS IN PDF FORMAT IF POSSIBLE. THIS SIMPLIFIES THE REVIEW PROCESS.

### COURSE #1 SUPPORTING DOCUMENTS (IF NECESSARY)

#### Syllabus

#### Assignments

#### Reading List

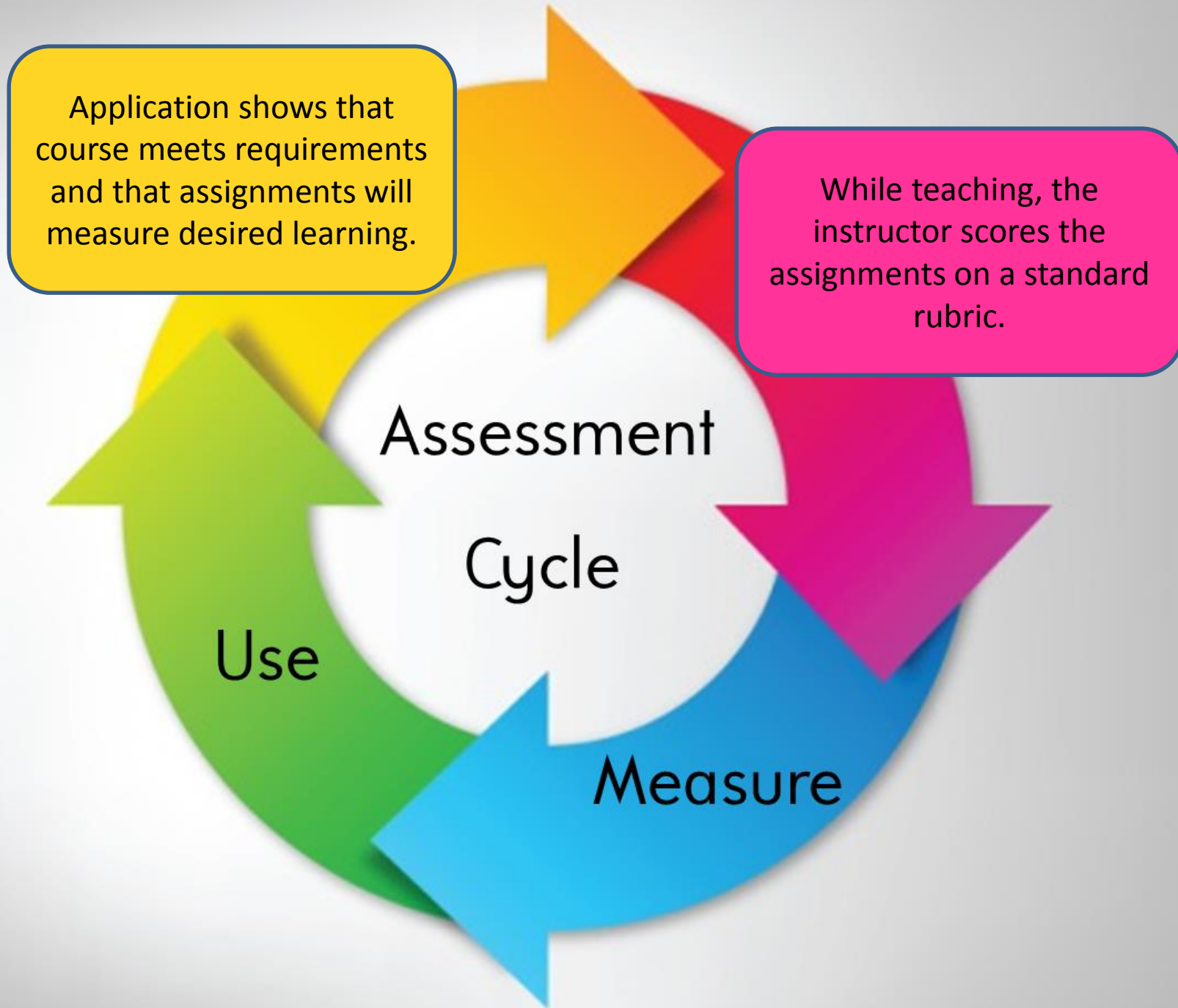
Application shows that  
course meets requirements  
and that assignments will  
measure desired learning.

While teaching, the  
instructor scores the  
assignments on a standard  
rubric.

# Assessment Cycle

Use

Measure

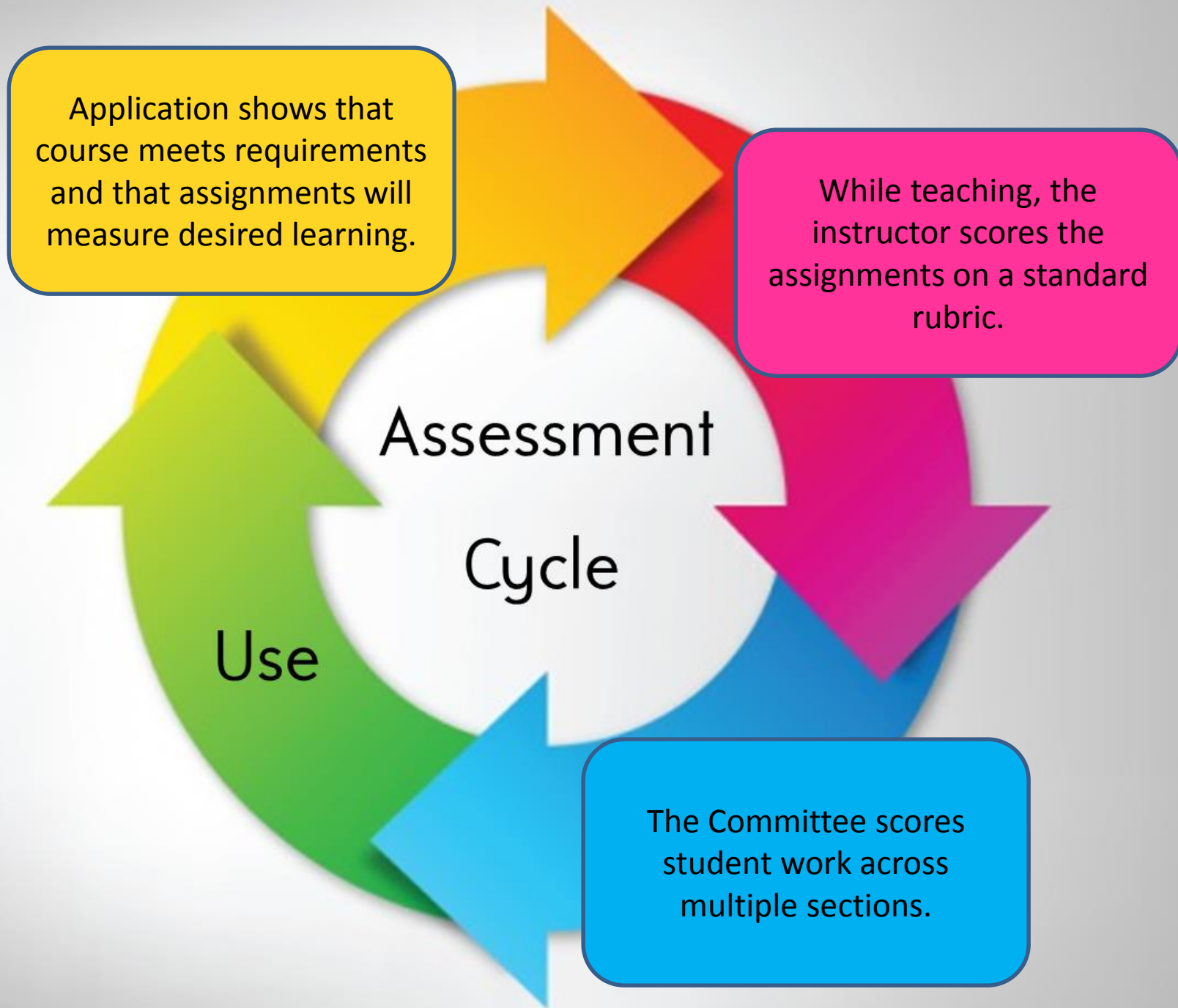




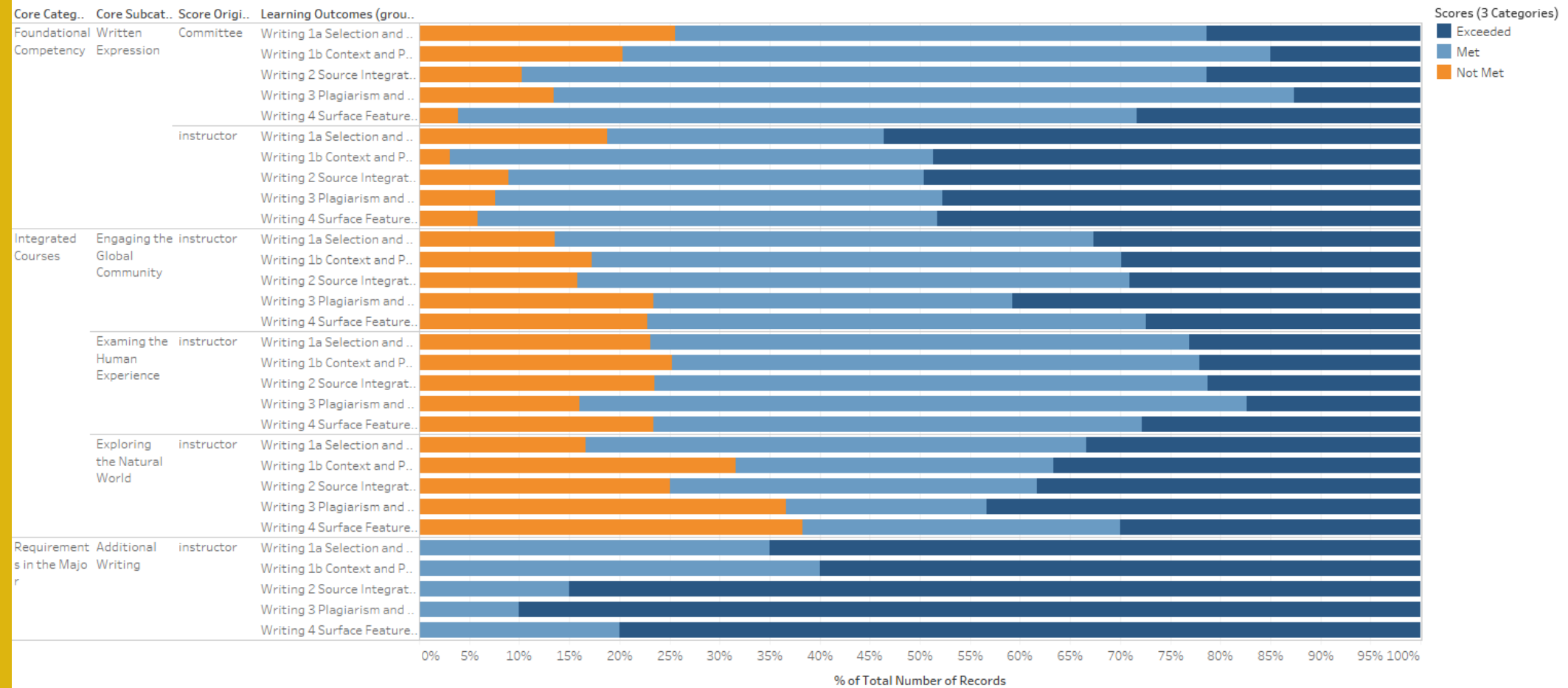
## Foundational Writing

		Exceeded (5)	Met (3)	Not Met (1)
<b>Articulate an Argument: Selection and Development of Topic</b>	4B1a	The writer selects a complex topic given audience, purpose, and length requirements and begins to properly situate the topic in relation to a larger context.	The writer selects a complex topic given audience, purpose, and length requirements but may not situate the topic in a larger context.	The writer selects a topic that is unsuitable for audience, purpose, and length requirements and does not situate the topic in a larger context.
<b>Articulate an Argument: Context of and Purpose for Writing</b>	4B1b	The writer develops and supports an argument appropriate to context, audience, and purpose.	The writer attempts to develop and support an argument appropriate to context, audience, and purpose.	The writer does not at all develop or support the stated topic in relation to context, audience, and purpose.
<b>Source Integration</b>	4B2	The writer engages with and integrates credible and relevant sources.	The writer integrates evidence into his/her own argument.	The writer does not incorporate evidence, or fails to integrate evidence.
<b>Document Ethically: Plagiarism and Citation</b>	4B3	The writer avoids plagiarism and documents sources consistently using a citation style with few formatting errors.	The writer avoids plagiarism, and all important citation information is present, though documentation may contain formatting errors.	Writer omits important citation information or appears to have plagiarized.
<b>Control Surface Features: Syntax and Mechanics</b>	4B4	The writer uses straightforward language that conveys meaning to readers with clarity, with few errors.	The writer uses language that generally conveys meaning to readers with clarity, though writing may include some errors.	Writer uses language with major and frequent sentence-level errors that impede the reader's ability to understand the argument.





## Writing (3 Levels)



Additional annual faculty survey

What impact has the new Core had on programs on campus in which you participate?

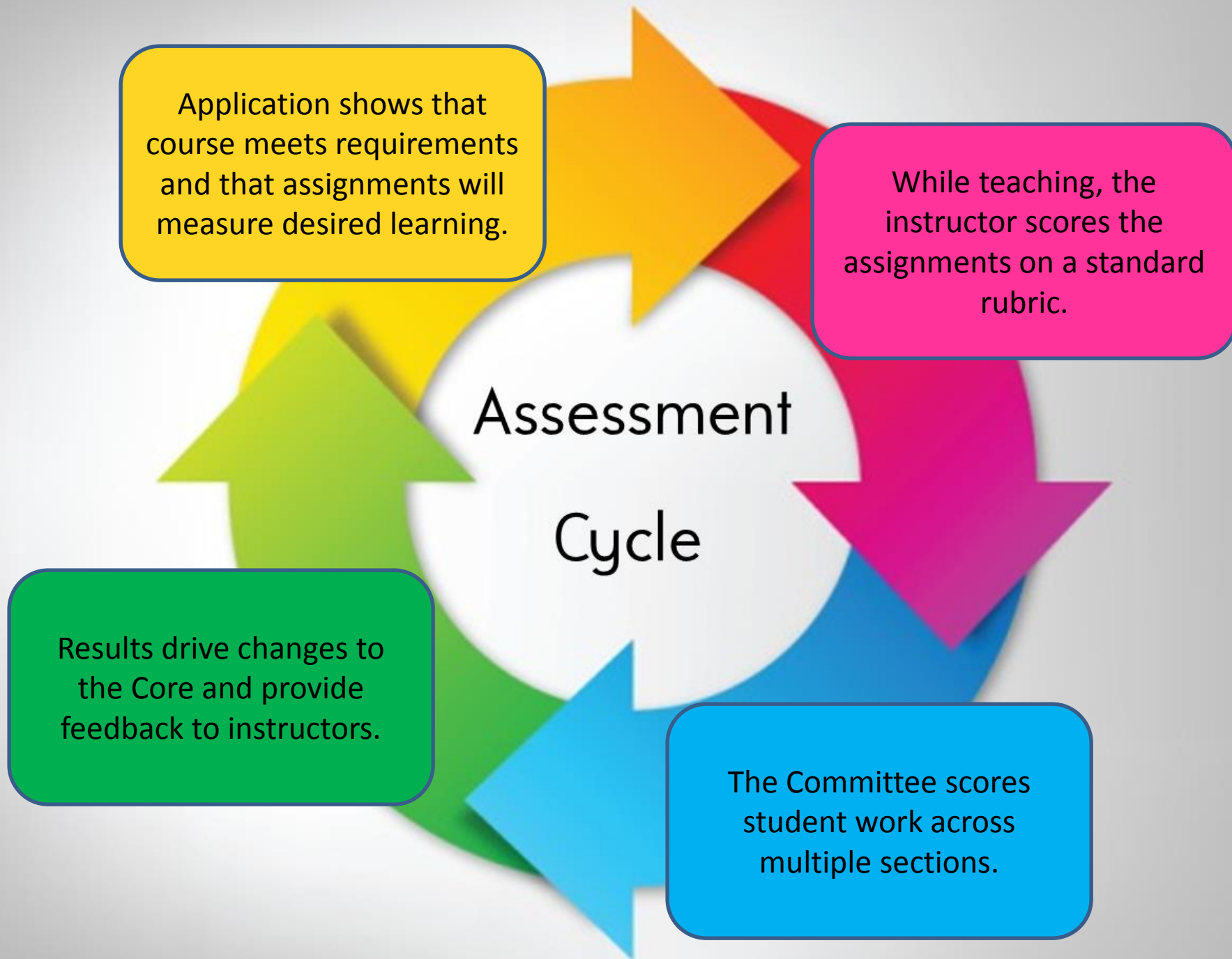
None (select summer, fall, spring, or year)

How positive would you say you feel about the Integrative Core Curriculum at this point in its implementation compared to a year ago?


More positive than last year | About the same as last year | Less positive than last year

Linked courses are currently taught within specific blocked timetables. What thoughts do you have about the blocked schedules for linked courses? Do you want more back-to-back options? Where options when the linked courses are taught on different days of the week?

None (select summer, fall, spring, or year)

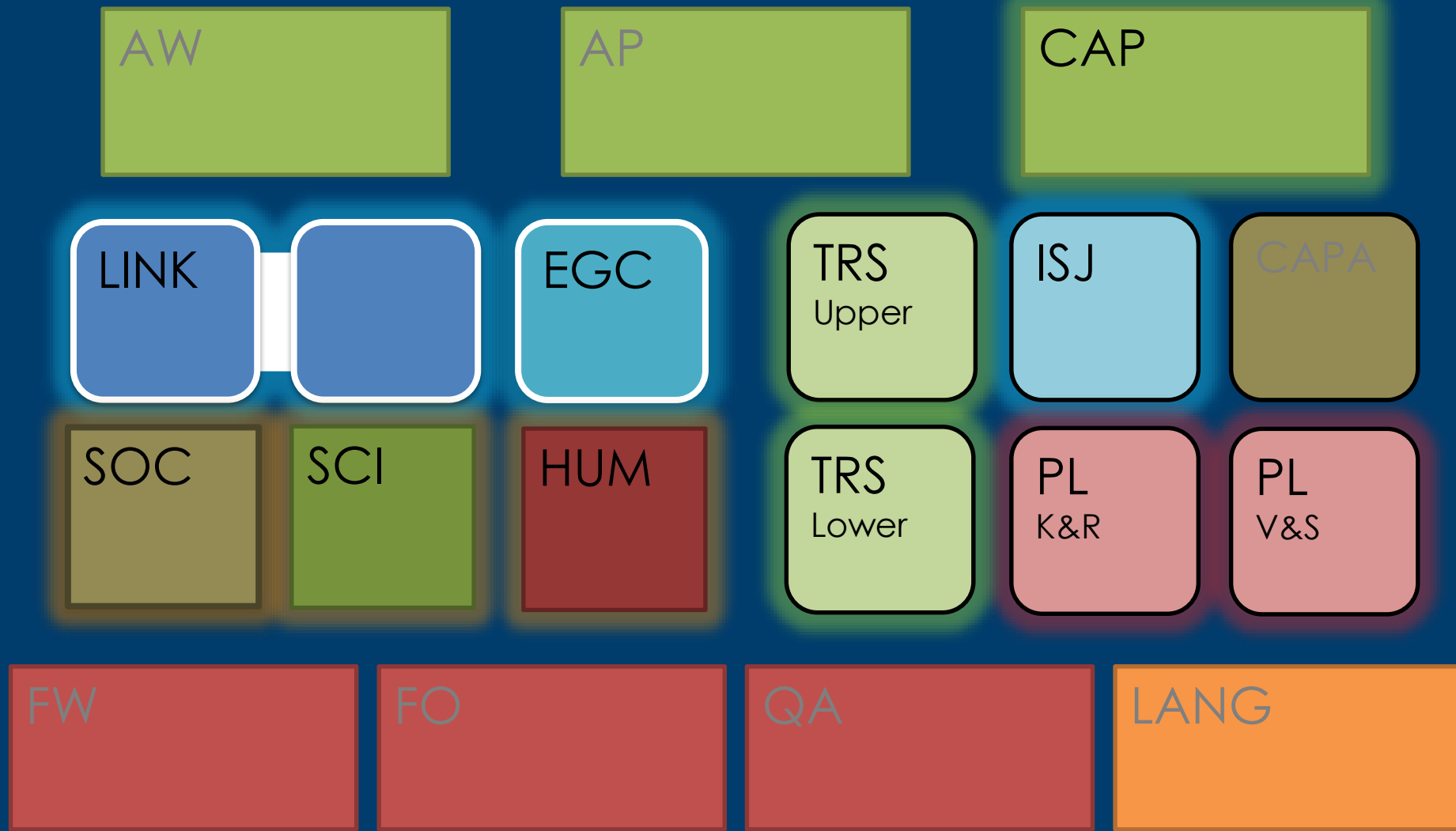


# Decisions Based on Assessment and Data

- Simplification of learning goals and rubrics
  - *based on feedback and assessment data*
- Improvements to application process
  - *based on feedback and implementation data*
- New foundational writing assignment
  - *based on assessment data*
- Changes to core structure 
  - *based on implementation data*

Part VI:

# INTEGRATED LEARNING GOALS



Demonstrate  
an **integrative**  
**knowledge** of  
human and  
natural worlds.



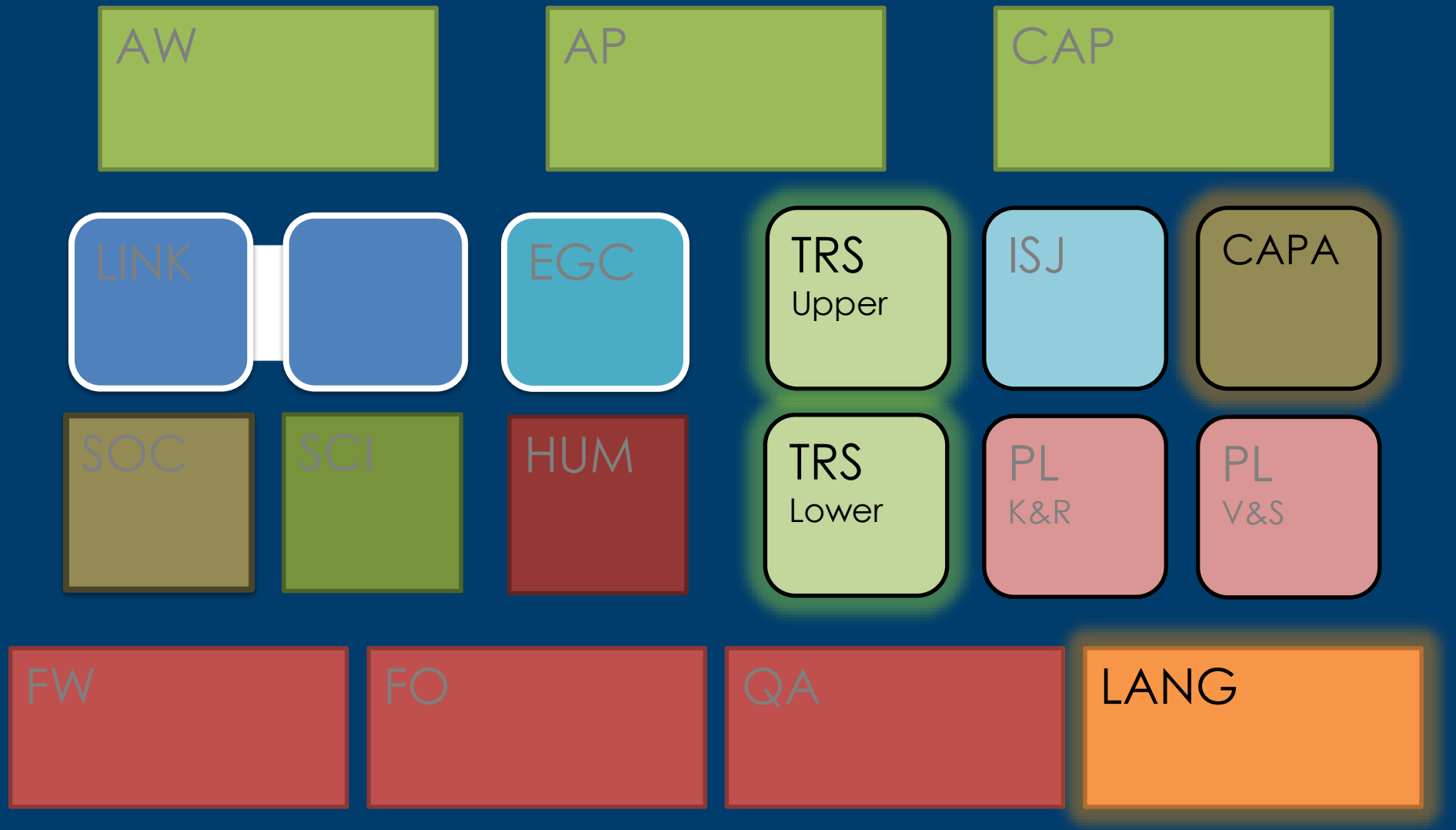
INTELLECT



Develop habits  
of **critical  
analysis** and  
aesthetic  
appreciation.



INTELLECT

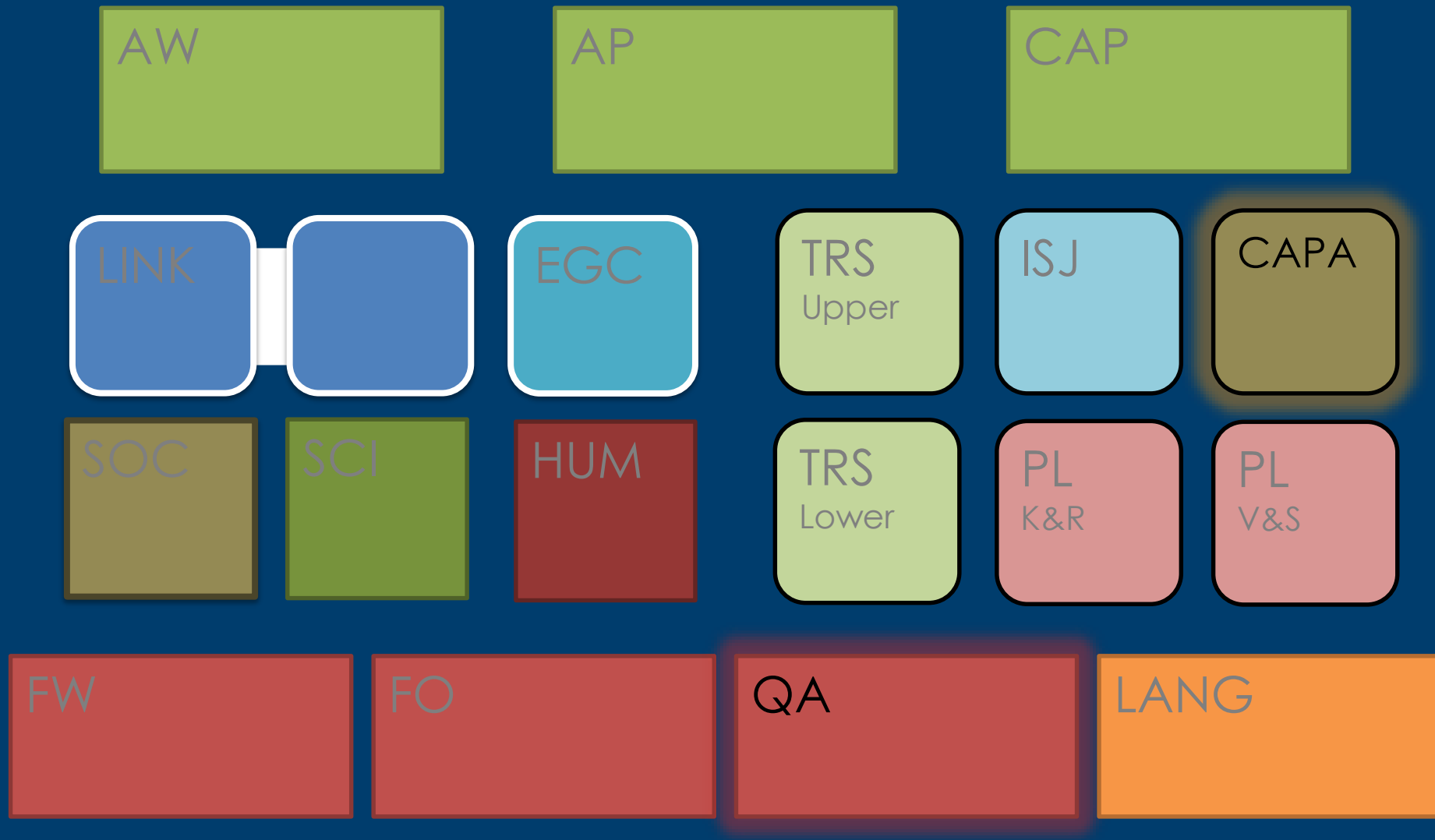


Develop habits  
of critical  
analysis and  
**aesthetic  
appreciation.**



INTELLECT





Apply **creative**  
and innovative  
**thinking.**



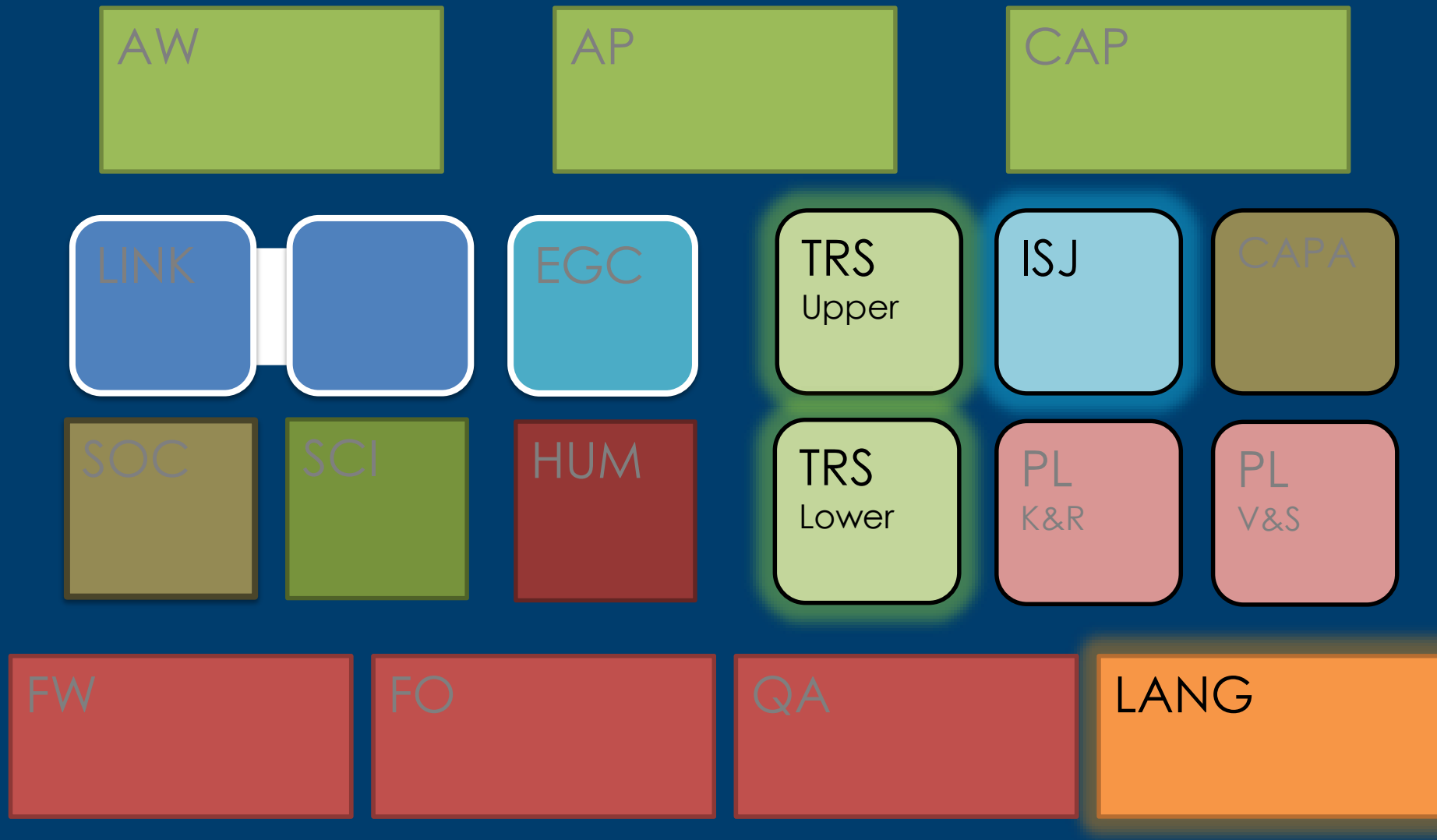
INTELLECT



**Communicate**  
skillfully in  
multiple forms  
of expression.



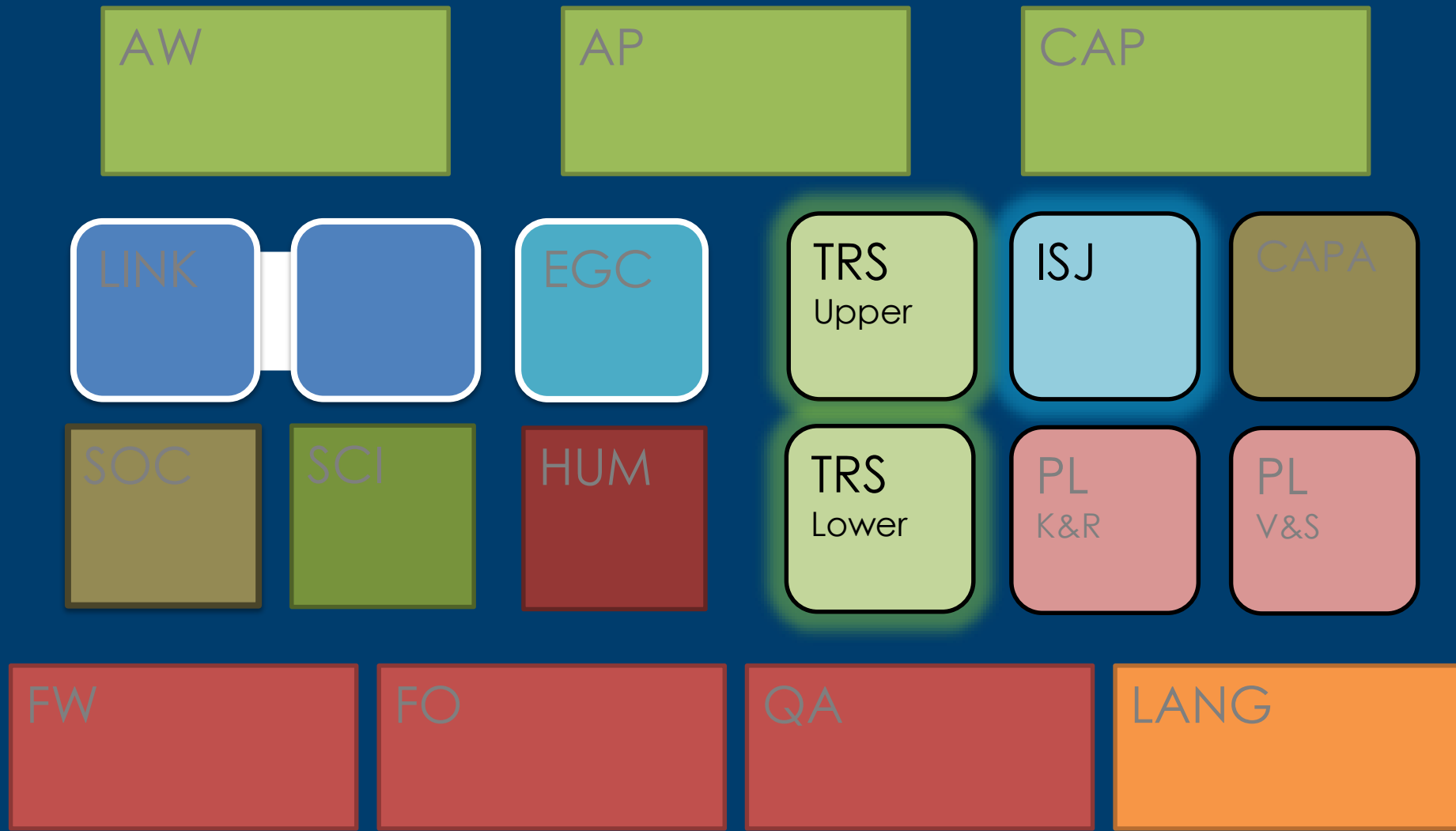
**INTELLECT**



Act  
competently in  
a **global** and  
**diverse world.**



CHARACTER



SERVICE

Understand  
and promote  
**social justice.**



AW

AP

CAP

LINK

EGC

TRS  
Upper

ISJ

CAPA

SOC

SCI

HUM

TRS  
Lower

PL  
K&R

PL  
V&S

FW

FO

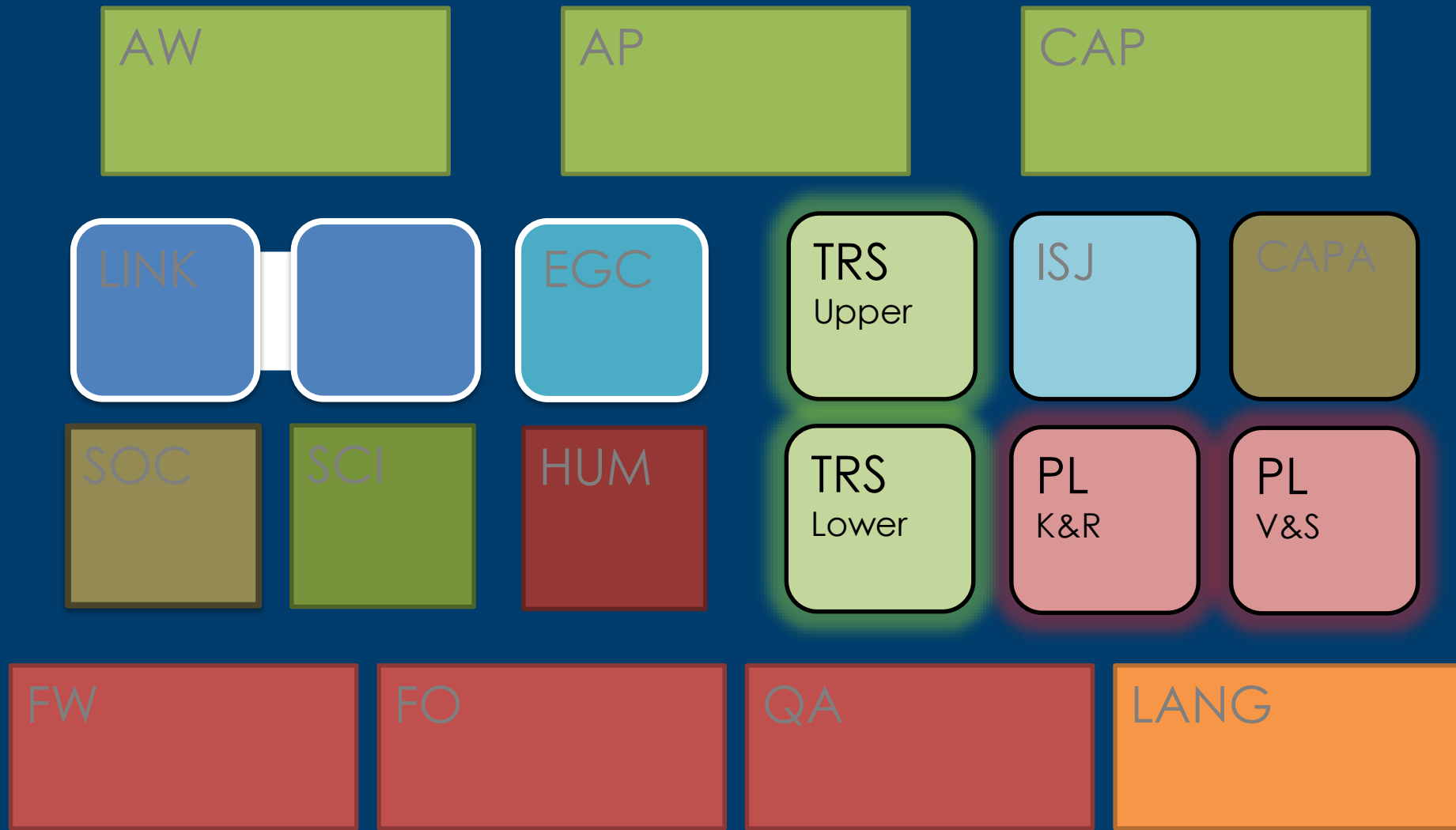
QA

LANG

# LEADERSHIP

Apply a  
framework for  
examining  
**ethical**  
dilemmas.





Understand  
the **religious**  
**dimensions** of  
the human  
experience.



INTELLECT

# Take Away: **Integration**

- University Learning Goals are integral to the Core.
- The Core provides opportunities for interdisciplinary work.
- The Core is part of the Major Program of Study
- Specific skills, like writing, speaking, quantitative analysis, and information literacy, are threaded through the Core.
- Assessment is key to the success of the Core.





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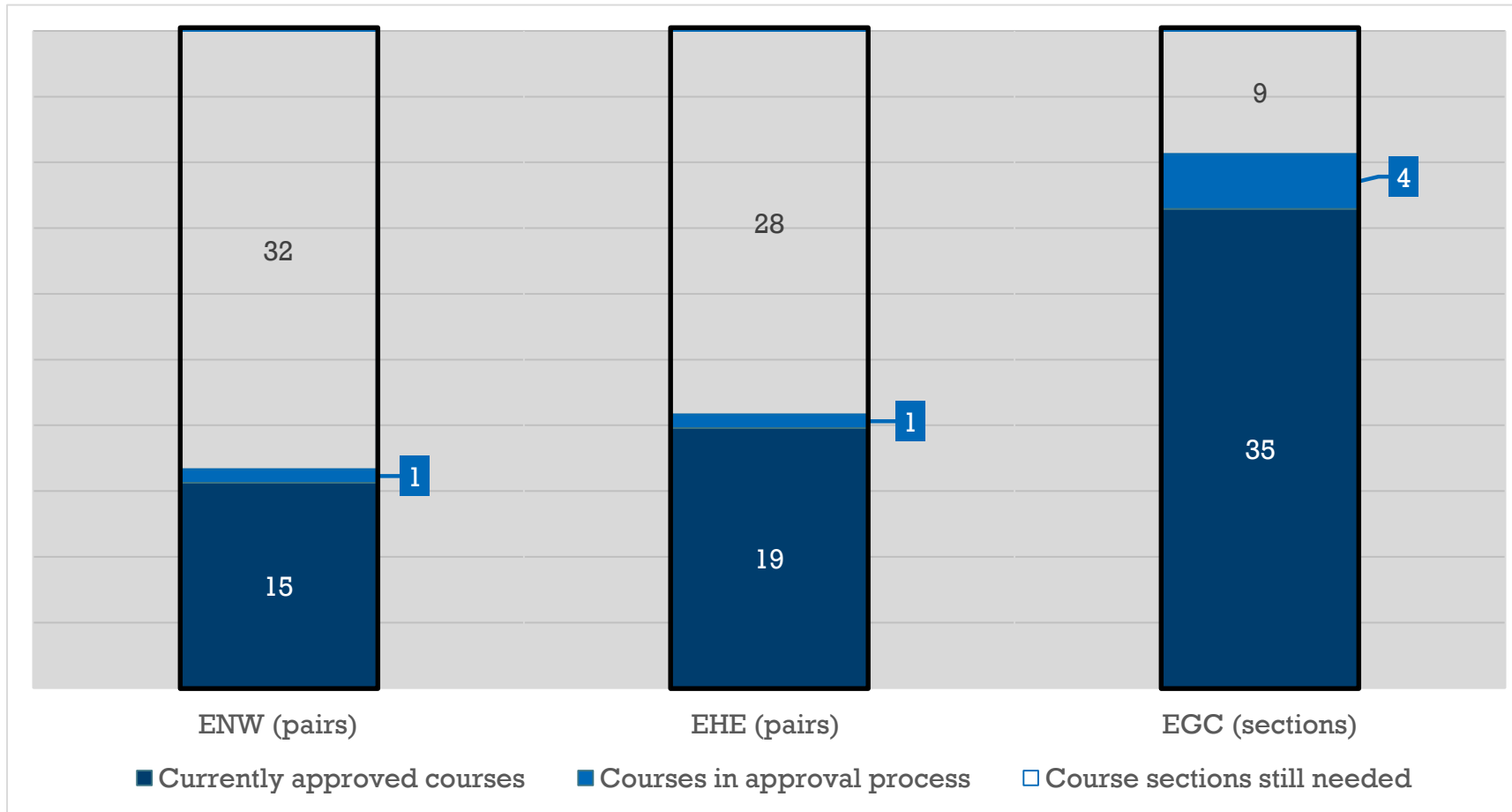
# Four Primary Problems

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1. Shortage of linked course offerings
2. Shortage of offerings to meet distribution requirements
3. Shortage of courses appropriate for the first year
4. Limited transferability

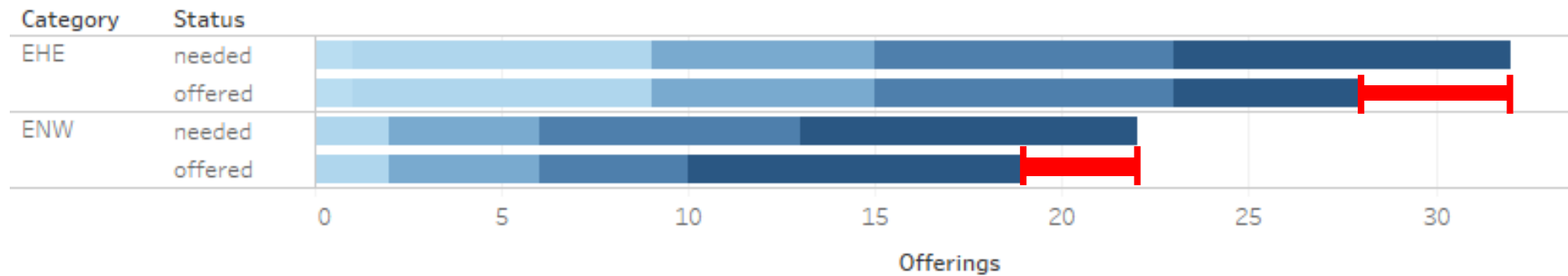


# Problem: Linked Approvals



Full Implementation: 48 *approved* pairs or sections

# Problem: Linked Offerings

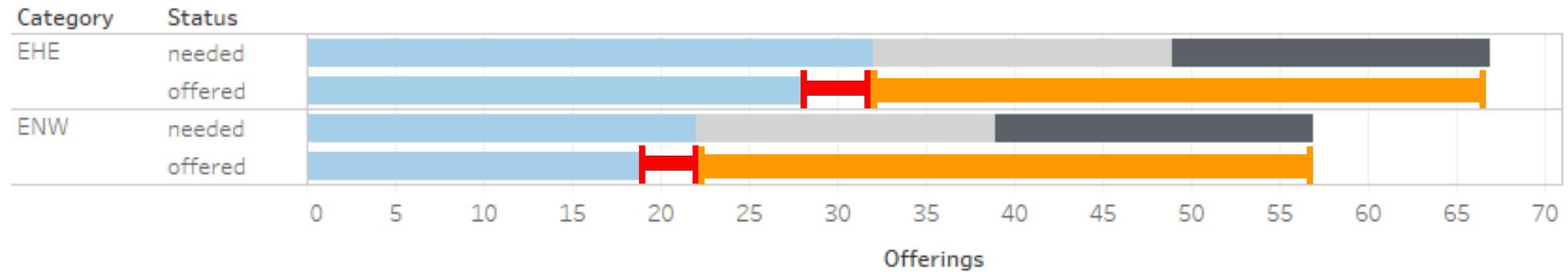


We have **already** not been able to offer enough linked courses to meet projected demands.

Semester

- Fall '17 (projected)
- Spring '17
- Fall '16
- Spring '16
- Fall '15

# Problem: Linked Offerings

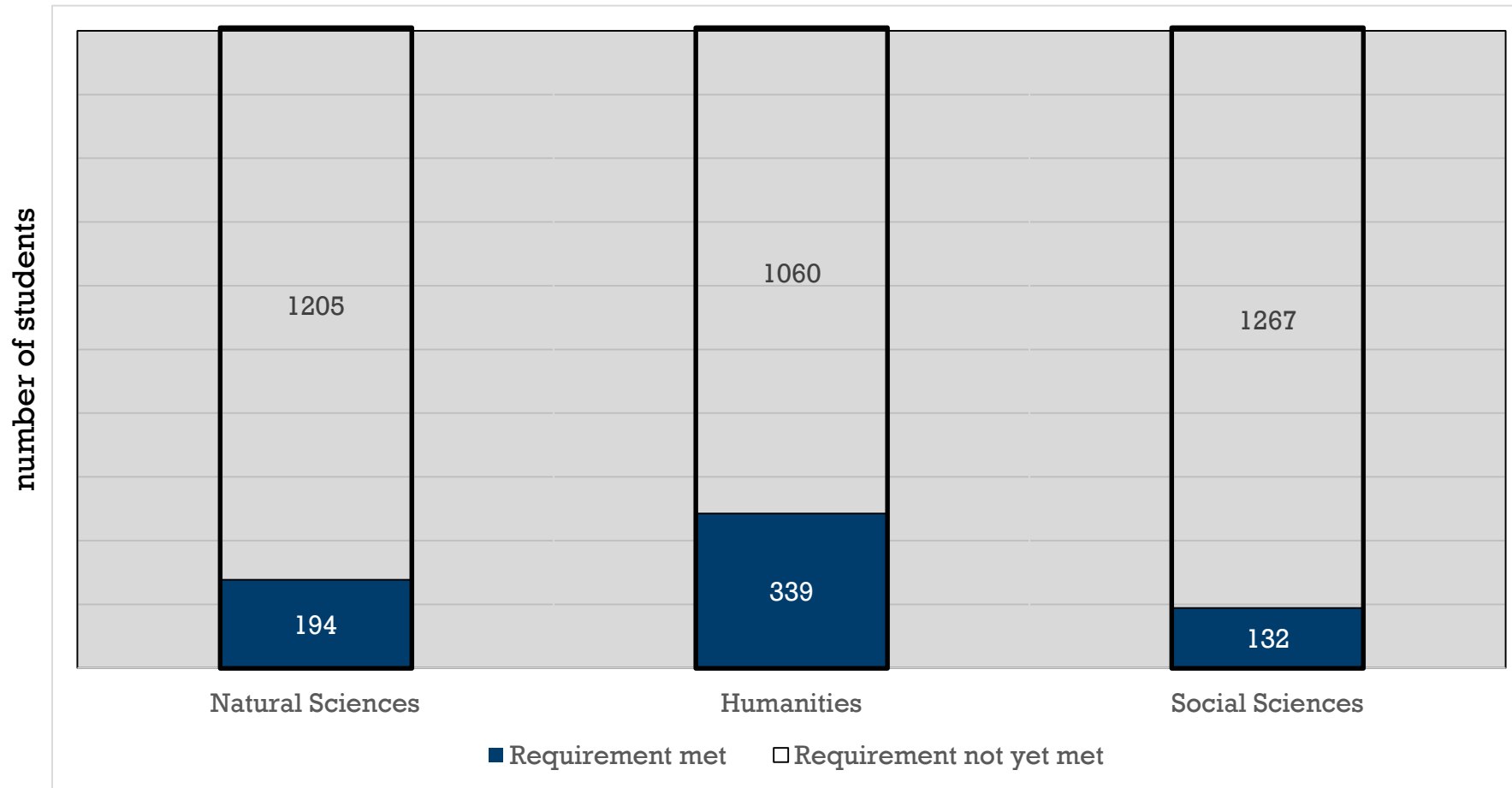


We have **already** not been able to offer enough linked courses to meet projected demands.

Will we as **demand increases**?

Semester  
■ Fall '18 (projected)  
■ Spring '18 (projected)  
■ Current

# Problem: Distribution



1399 total students



# Problem:

## First-Semester Experience

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### ◉ Foundational Competencies

- Writing (3 cr.)
- Speaking (3 cr.)
- Quantitative Analysis (3 cr.)

### ◉ Languages (3)

### ◉ Integrated Courses

- Global Community (3)
- Human Experience (6)
- Natural World (6)

### ◉ Jesuit Heritage

- Philosophy
  - Knowledge & Reality (3)
  - Values & Society (3)
- Theology and Religious Studies
  - 101 (3)
  - 200/300 (3)
- Social Justice (3)
- Creative and Performing Arts (1-3)

An average schedule leaves 3-6 credits to fill

# Problem: Transferability

- ◉ Foundational Competencies
  - Writing (3 cr.)
  - Speaking (3)
  - Quantitative Analysis (3)
- ◉ Languages (0-9)
- ◉ Integrated Courses (1 link)
  - Global Community (3)
  - Human Experience (6)
  - Natural World (6)
- ◉ Jesuit Heritage (6 max)
  - Philosophy
    - Knowledge & Reality (3)
    - Values & Society (3)
  - Theology and Religious Studies
    - 101 (3)
    - 200/300 (3)
  - Social Justice (3)
  - Creative and Performing Arts (1-3)

18 credits cannot transfer in