

Report of the Curriculum Working Group

Revised April 2013

From APTF Phase I document (2010):

*The Academic Planning Taskforce Members are developing a strategic plan for revitalizing the academic mission of the University and its delivery, ensuring the centrality of academics in all future integrated planning, attracting new students who are poised for success to the University, and supporting excellence, currency, and innovation in faculty scholarship and teaching. **It recognizes the need for a vision statement of educational goals, as well as a set of learning outcomes.** It envisions a vibrant, **modified curriculum** that preserves our historic commitment to a breadth of knowledge but which highlights integration and allows for students to more individually and intentionally choose courses that complement their major and minor programs of study. It also envisions the **development of new curricular programs** that are appropriate to the John Carroll University mission, especially in the areas of **interdisciplinary and applied programs**. It also recommends that a plan be developed to ensure that all students benefit from **“high impact pedagogies”** and more **intentional advising**. Finally, it advocates attention to how institutional **structures and resources** can best sustain faculty work, curricular improvement, and collaborative partnerships across campus.*

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1. Executive Summary

After some eighteen months of discussion and consultation across the University, the APTF Curriculum Working Group proposes the following modifications to the current core curriculum and suggests additional requirements of all majors.

Our work was informed foremost by the Academic Learning Outcomes approved by the faculty this past academic year. These nine learning outcomes, while articulated in the declarative language that is linked to assessment, are rooted in the fundamental Jesuit heritage of the University and the particular history of John Carroll University. The learning outcomes are essentially value statements about what the University deems to be essential for each student's educational experience. The curricular model proposed here intentionally ensures that these nine learning outcomes are met—not superficially, but in multiple places and times throughout the student's undergraduate years so that the skills, knowledge, competencies, and values they seek to instill are re-iterated, deepened, and actualized. It is important to emphasize that this core has a more intentional relationship to major requirements. While the Working Group does not feel authorized or able to instruct departments on how to plan the majors they offer, it has taken care to bridge the core and major coursework.

While we deliberated whether minor modifications to our present core would be satisfactory, the mapping exercise we used to see if the present core met the nine learning outcomes led ineluctably to the conclusion that the core needed to be changed significantly. Put simply: the present core, in its design and in its delivery, does not provide our students with the education they need – as professionals, as workers and leaders, as citizens, as self-actualizing individuals, as members of the global community, as proponents of justice and inclusion.

Principles Underlying the Design of the Proposed Core

The re-design of the core and the modifications to majors attempt to address the gaps we identified between the present core and the academic learning outcomes. In particular, the proposed core:

1. Highlights foundational competencies and advocates that these competencies be re-iterated in major courses;
2. Prepares students for the future through integrated coursework that combines more than one content area and requires students to hone critical thinking and problem-solving skills that cross disciplines. We believe that the proposed core prepares students to participate, as leaders, in a world marked by increasing complexity, greater collaboration and inter-dependency, and intra-professionalism. The proposed core emphasizes different modes of pedagogical delivery, and it prizes the discovery of knowledge via collaboration and multiple perspectives. This core model is intentional about the role of the student as a producer of knowledge in the classroom, not merely the recipient of information.
3. While the integrated courses are significant for their creation of a community of shared inquiry, they are also significant for the topics upon which students and teachers will

jointly reflect and for their expression of the University's mission. Our core model foregrounds the responsibility our students have as global citizens, entrusted stewards of the earth, and creators of just societies. The three integrated areas of the core invite faculty to join with colleagues in other disciplines to ask both enduring questions about the human experience and current questions about global problems. Realizing that both of these questions are moot, if our students fail to understand fundamental scientific principles about the natural world, we also highlight the importance of knowing and safe-guarding the natural world. In each of these integrated courses, students will be asked to consider ethical questions.

4. The commitment to understanding cultural differences and acting as competent world citizens is incorporated into both the Engaging the Global Community requirement, which focuses on trans-national issues, and in the Issues in Social Justice component, which will include attention to human diversity. This commitment to global citizenship and intercultural competence is reiterated in the proposed core's requirement that a student demonstrate basic competency in a language other than English.

5. We believe that the design of the *entire* core underscores essential principles of Ignatian pedagogy. With its emphasis on currency, relevance, communication skills, care for the learning of each student, discernment, and justice, the proposed core draws up and prizes the rich history of Jesuit education. We have also highlighted a section of the core that is traditionally thought of as a Jesuit heritage in higher education. The proposed core continues to require courses in Philosophy and Theology & Religious Studies, and it also requires a course in the creative and performing arts. The Issues in Social Justice component also asks that students consider important questions about justice, diversity, and ethics.

In sum, whether it is in examining social issues, posing questions of alterity or of the self, or scrutinizing scientific theories and natural processes, the proposed core asks students to be engaged learners who bring new knowledge into being through their study and collaboration and who do so with the realization that all knowledge has the capacity to raise ethical questions, and that the questions they raise and answer are meaningful and liberating.

Other Considerations:

Number of Hours:

The proposed core model has fewer required hours than the current core. It prizes collaboration, discovery, and multi-disciplinarity in the core. It focuses on the attainment of particular skills and competencies. It proffers that the depth of disciplinary knowledge is maintained through major requirements, even as it believes that foundational skills and competencies should be practiced and deepened within majors.

Hours for Graduation

The Curriculum Working Group suggests that the total number of hours for graduation be set at 120. This number is in line with peer and aspirant schools, and we believe that the 16 credit hour per semester course load burdens the student.

Latitude

By shrinking the core from 57 hours of divisional credits to between 40-49 hours in the proposed model, we will give students the latitude to create an academic plan that is more flexible as well as individual and innovative. Students can add minors that complement their majors; they can take advantage of service learning and internships; they can fashion their futures by choosing more electives. Students who pursue majors with high credit hours will have a greater degree of flexibility. Students in pre-professional programs will be able to add special, complementary courses to their curricular paths. Combined with a better advising system that requires students to be more reflective about their own role in constructing their education – and their future—the smaller number of credit hours will enrich rather than prescribe.

Individual; Innovative; Integrative; Intentional

The proposed core follows the recommendations of APTF Phase One that the curriculum be:

Individual: How can the JCU academic experience allow students to choose, design, and achieve their career and personal aspirations? How can it help students to become principled leaders? Ethical thinkers? Creative problem-solvers?

Innovative: How can the curriculum, our advising, our teaching and our research remain current and relevant? How does it help students stay ahead of the curve as new social paradigms take shape, new literacies and technologies emerge, and environmental and global dynamics affect local circumstances?

Integrative: How does the JCU core complement and deepen a student's chosen plan of study? How does it introduce breadth and contrast? How can synthesis occur? Within a major or minor program, what kinds of activities foster integration and critical thinking? How can we promote more intentional course alignment?

Intentionally Planned: Systemically, how can our assessment and planning practices combine to make best use of resources, facilitate cross-discipline exchange, and enhance programs? (APTF I document)

Departmental Representation in the Proposed Core:

Finally, the proposed core is not territorial. While some courses will need to be developed—with appropriate support – the proposed model includes all disciplines. Indeed, the opportunity for departments to participate in multiple ways in the proposed core is a feature that will enhance the student learning experience and enliven faculty work.

2. 2011 and 2012 Members of the APTF Working Group:

Matthew Berg, Professor of History

Santa Casciani, Associate Professor of Italian (2011)

Jeanne Colleran, Professor of English, Dean of CAS, Co-Chair

Gwen Compton-Engle, Associate Professor of Classics, Co-Chair

Kathleen Lis Dean, Assistant Provost for Institutional Effectiveness

Kathy Di Franco, University Registrar

Doris Donnelly, Professor of Theology and Religious Studies

Rick Greci, Associate Professor of Management

Penny Harris, Professor of Sociology

Graciela Lacueva, Professor of Physics

Beth Martin, Professor of Psychology

Patrick Mooney, Assistant Professor of Philosophy (2011)

Dan Palmer, Professor of Computer Science

Jackie Schmidt, Professor of Communication

Mark Storz, Associate Dean for Graduate Studies, Associate Professor of Education

3. Summary of Charge Given to Curriculum Working Group:

From APTF I

In April 2009, The Academic Planning Task Force I was formed by Academic Vice President John Day with the following charge:

1. To produce a document that articulates and affirms the academic mission of John Carroll University as the center of all institutional planning;
2. To create a set of academic learning outcomes which states the measureable gains in knowledge, skills, attitudes, and values that a student is expected to have achieved as a result of attaining an undergraduate or graduate degree at John Carroll University; and
3. To begin the process of assessing current practices and identifying future directions of the academic plan.

From Our Report to APTF Steering Committee, May 2012

Our charge from the original APTF Phase I document was broad and multi-faceted. Below are the passages from the Phase I document relevant to the curriculum working group.

From Phase I p. 7: "APTF recommends a comprehensive review of the curriculum that addresses the questions raised in Appendix D and produces a report with clear recommendations concerning the goals, structure and function of the JCU education.

The Academic Planning Task Force recommends that the Academic Vice President commission a faculty committee to review the curriculum in light of the learning outcomes. It recommends that the committee address the questions in Appendix D, undertake consultation where appropriate, and pursue other relevant issues as they arise. The APTF suggests a preliminary report, with specific recommendations concerning curricular change, be given to the AVP and to the faculty in December, 2010." [Note: our working group was *formed* in December 2010.]

From Phase I Appendix D, pp. 14-15:

- "1. The APTF strongly recommends that the entire curriculum be evaluated and that core reform should not be the exclusive focus of this study.
2. It further recommends that the Curriculum Committee map the current curriculum to the institutional learning goals.
3. In consultation with the AAVP for Planning, Assessment and Institutional Effectiveness, it urges the Curriculum Committee to evaluate JCU against peer, competitor, and aspirant institutions.
4. It requests that the AVP to make funds available to send a cohort to relevant AAC&U or other meetings.
5. Finally, it suggests that a set of common readings on curricular reform be assembled by the AAVP for Planning, Assessment and Institutional Effectiveness and made available to the committee."

For further details about the items we were charged with considering, see Appendix D of the Phase I report.

4. Summary of Curriculum Working Group's Meetings and Consultations

The Curriculum Working Group has worked conscientiously and vigorously since January 2011 to attend to its charge of a “comprehensive review of the curriculum.” Our work has been guided by the Phase I Academic Learning Outcomes and attentive to our Jesuit heritage and the mission of the university. Given the scope of our initial charge, the group could not attend fully to all eighteen “issues to consider” from the Phase I report. Below we detail the activities that we undertook to attend to our charge, and we also specify which issues we chose not to address.

Activities:

a. Curriculum-Mapping (Spring 2011). During the Spring 2011 semester, the group began by mapping the current curriculum to the Academic Learning Outcomes, as recommended in Phase I Appendix D. Many of the 18 questions listed in Phase I Appendix D (especially #4-7, 9-10, 12-16) were raised in the curriculum-mapping process, since the learning outcomes themselves reflect many of these concerns. The result of this curriculum-mapping exercise was a report created in March 2011, submitted to the APTF Steering Committee Co-Chairs, presented at the May 20, 2011 APTF workshop, and later presented to the faculty as a whole. This report presented the group's evaluation that our current core curriculum falls short of meeting the learning outcomes in several areas.

b. Exploration of Core Models (Spring-Summer 2011; Spring 2012). In order to address question #4 in Appendix D, as well as the Phase I APTF recommendation that we “evaluate JCU against peer, competitor, and aspirant institutions,” the working group examined model core curricula from other colleges and universities in Spring 2011. During Summer 2011, the working group began further consideration of four main themes that arose from the discussions of those core models: integration; the Jesuit educational tradition; foundational competencies; and globalization. These themes formed the basis for our conversations with faculty in 2011-12 (see below). In Spring 2012, the group again took up the question of core models and began to further develop a curricular model informed by the four broad themes articulated above and the feedback received from faculty (see below). Our work on this model has also addressed some of the more pragmatic questions raised in Phase 1 Appendix D, such as the number of credits toward graduation, number of credits per course, and relative size of the majors and the core.

c. Soliciting Faculty Perspectives (Fall 2011-Spring 2012). While this was not an explicit recommendation of APTF Phase I, it became clear to the working group that any recommendations concerning curricular change would need to be well-informed by the perspectives of faculty throughout the university. Therefore the working group undertook extensive consultation with the faculty at large, including the following: the faculty-wide APTF workshop on August 26, 2011, which focused on curricular issues; hour-long visits to every academic department in fall 2011 to discuss curricular integration (questions #3 and 14 from Phase I Appendix D); an online survey open to all faculty; a set of faculty discussions on Foundational Competencies in January 2012 (#6, 10 and 13 from Phase I Appendix D); and a set of faculty discussions on Global Learning in February 2012 (#5 and 9 from Phase I Appendix D). The working group compiled a report on the feedback we received in all of these discussions and released the report to the entire faculty in March 2012. That report is also available on the Faculty-Sensitive Business Blackboard site.

d. Readings: The Curriculum Working Group has read widely on core curricula, including selections from AACU publications, the LEAP outline, and articles on interdisciplinarity, integration, and assessment.

e. CAP Open Hearings (Winter 2012-2013): Members of the APTF Curriculum Working Group attended five open hearings conducted by the Committee on Academic Policies from December 2012-February 2013. The working group carefully considered this feedback and the written responses collected by CAP, and revised its proposal accordingly.

Issues We Have Chosen Not to Address:

- a. Our discussions have not at all addressed the issue of online learning (#11 from Phase I Appendix D), nor do we anticipate making any proposals about online learning.
- b. We have not discussed the feasibility of a 3-year rotation of courses (#17 from Phase I Appendix D).
- c. We have not discussed graduate education.

All of the other questions raised for our working group by APTF Phase I have been part of our group's discussions.

Faculty Approval of Academic Learning Outcomes

The Academic Learning Outcomes were approved by a faculty-wide vote in May 2012. The APTF Curriculum Working Group makes its recommendations in light of these learning outcomes.

5. John Carroll University: Academic Learning Outcomes (from Phase 1 report; approved by faculty vote May 2012)

The following set of institutional academic learning outcomes articulates the gains in knowledge, skills, attitudes, and values that a student is expected to have achieved as a result of obtaining a degree at John Carroll University. These outcomes frame the student experience in its totality and serve as the standard to judge the goals of the JCU experience. The outcomes express the essential academic learning outcomes expected of a JCU graduate at graduation, whether it is at the culmination of the undergraduate or graduate experience.

Because these nine learning outcomes represent the entirety of a John Carroll University education, no single program of study (whether core, major, minor, concentration, undergraduate, or graduate) is expected to cover all the learning outcomes; they represent in the aggregate the most important things we wish a John Carroll student to accomplish academically. While they are stated in more general terms, they correspond with the educational goals stated above linking our contemporary learning outcomes with the traditional goals of a John Carroll University education.

These institutional learning outcomes form the basis of the regular self-assessment and accountability that is done at the core, departmental, and program level. It is at these levels that the learning outcomes will be made more specific – for courses, sequences, or programs—as faculty members determine how their curricular and pedagogical goals for individual courses or programs support the institutional learning outcomes.

These institutional learning outcomes also articulate a framework for the development of new academic programs. In order to have a global overview and assessment of how well we are achieving the institutional academic learning outcomes, it will be important to establish a mechanism for such review.

We expect that graduates of John Carroll University will be able to:

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

6. PROPOSED CORE CURRICULUM

For details, please see pp. 12-22

Category	Requirement	Credits
Foundational Competencies technological/ information literacy embedded in all three	written expression (3-6 cr., depending on placement)	3-6 cr.
	oral expression	3 cr.
	quantitative analysis	3 cr.
	Total	9-12 cr.
Language	students who begin a new language take two semesters students who continue in the language taken in high school must complete the third semester (current 201); those who place above third semester (201) are exempt from the requirement	0-6 cr.
Integrated Courses must include one science (BL, CH, MT, PH, PS), one social science (EC, PO, SC), and one humanities (AH, CMLC, CO, EN, HS) All courses will include a writing component.	Engaging the Global Community one interdisciplinary, integrated course, either team-taught or taught in learning communities	3 cr.
	Exploring the Natural World two linked courses; one must be a natural science; both can be science, but may not be from the same department	6 cr.
	Examining Human Experience two linked courses; one must be from the humanities; may not be from the same department	6 cr.
	Total	15 cr.
Jesuit Heritage	2 PL courses: one 100-level, the second at any level	6 cr.
	2 RL courses: one 100-level, the second at any level	6 cr.
	Issues in Social Justice: courses will include issues of diversity, inclusion, etc., from either historical or contemporary perspectives.	3 cr.
	Creative and Performing Arts: studio art, creative writing, screenwriting, playwriting, music, photography, theatre performance, dance	1 cr.
	Total	16 cr.
TOTAL CORE		40-49 cr.
Requirements in major	additional writing course	
	additional presentation component (not a whole course); use of technology	
	capstone: see below for details	

7. Detailed Discussion of Core Components

Foundational Competencies

General Rationale: The Curriculum Working Group has identified four areas of foundational competencies: written expression, oral expression, quantitative analysis and technological/information literacy. While we believe that students should be introduced to these competencies during their first year, we also believe that the skills should be re-iterated throughout the entire curriculum. Courses in foundational competencies will also include discussion of ethical argument and ethical use of data.

Written Expression: In the foundational writing course, students will gain knowledge of the expectations of college writing, including the discovery and revision components of the writing process, and other principles of coherent and persuasive writing in a first year writing course. This course will focus on the development of fundamental writing skills not tied to any particular discipline. Writing placement at entry to John Carroll will determine whether a student takes one or two courses in composition. Students may test out. Students who place into current EN 103 will take two 3-credit courses. Students who place into EN 111 will take one 3-credit course; however, students who earn a grade below C- will be required to take a second 3-credit course. The target seat count for 100-level writing classes is 15 students.

Competence in written expression will be further developed through writing required in all integrated courses and in one writing-intensive course in the major. The smaller class sizes for 100-level writing courses and the addition of writing across the curriculum in the integrated courses and a writing intensive course in the major will install more writing instruction in the curriculum than there is at present. Target seat counts for writing intensive courses in the major will be determined by departments. The Director of Writing and the Subcommittee on Writing will establish expectations for all foundational writing courses, recommend courses for approval as foundational writing courses, and develop an assessment plan for those courses. They will also assist in the development of writing across the curriculum.

Learning Outcomes Addressed: (For more detail on the specific aspects of the learning outcomes addressed, see pp. 23-25.)

2. Develop habits of critical analysis and aesthetic appreciation
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

Oral Expression: Students will be expected to become competent in the effective oral presentation of ideas in informative, argumentative and persuasive situations and to use appropriate technology. Based on communication theory, competence in oral expression includes the study of audience analysis and adaptation, critical listening, and research. This competency will be introduced in a foundational course in oral expression that focuses on general speaking skills not tied to any particular discipline.

The foundational courses in oral expression will be administered by a Director of Public Speaking. The Director of Public Speaking and the Subcommittee on Public Speaking will establish expectations for all foundational courses in oral expression, recommend courses for approval as foundational oral expression courses, and develop an assessment plan for those courses. Because the course is being raised from a 2-credit course to a 3-credit course, the Director of Public Speaking will lead the development of a new syllabus that integrates information literacy, appropriate use of technology and oral presentation skills.

Target seat count will be 18 students per course. Students should take this course in the first year.

Competence in oral expression will be further developed in an oral expression component that we recommend be incorporated into each student's major. The Director of Public Speaking and the Subcommittee on Public Speaking will assist in the development of effective public speaking in majors.

Learning Outcomes Addressed: (For more detail on the specific aspects of the learning outcomes addressed, see pp. 23-25.)

2. Develop habits of critical analysis and aesthetic appreciation
4. Communicate skillfully in multiple forms of expression
7. Apply a framework for examining ethical dilemmas

Quantitative Analysis: Students will be expected to demonstrate competence in quantitative analysis, that is, the ability to apply mathematical and logical tools to solve real-world problems. A course in quantitative analysis asks students to interpret and reason with numeric data within a particular, authentic context. Such a course demands more than routine calculation; rather, students in a quantitative analysis course should develop sufficient analytical skills to find and pose precise questions that can be appropriately analyzed by quantitative methods; draw inferences from data; represent data; think critically about quantitative statements; and recognize sources of error. Because quantitative analysis is closely tied to a context, it can be developed effectively across the curriculum.

Quantitative analysis is therefore distinct from those courses in mathematics that focus on systems, symbolic thinking, and abstract formulas. Courses in this abstract type of mathematics, such as calculus, would not address the quantitative analysis requirement in this proposed curriculum.

The foundational courses in quantitative analysis will be administered by a Director of Quantitative Analysis. The Director of Quantitative Analysis and the Subcommittee on Quantitative Analysis will establish expectations for all foundational quantitative analysis courses, recommend courses for approval as foundational quantitative analysis courses, and develop an assessment plan for those courses.

Competence in quantitative analysis will be further developed in the Exploring the Natural World linked pair of 3-credit courses. The Director of Quantitative Analysis and the Subcommittee on Quantitative Analysis will assist in the development of quantitative analysis in these courses.

Language

Rationale: Language study promotes our students' development into more competent global citizens by putting them into direct interaction with authentic cultural materials created in other languages and increasing their capacity to understand the perspectives of other people and cultures. When students communicate in another language, even at a basic level, they experience new modes not only of speaking but also of listening and interpreting the expressions of others. Language study has been a part of Jesuit education since its inception, but now, at the beginning of the 21st century, increased global connectedness make it all the more important that our students have experience communicating in languages other than English.

Learning Outcomes Addressed: (For more detail on the specific aspects of the learning outcomes addressed, see pp. 23-25.)

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
5. Act competently in a global and diverse world

Other Expectations: Courses that fulfill the language requirement will actively involve the four skills of language learning: speaking, listening, reading, and writing. Each course will also introduce students to cultural materials relevant to the area of language study.

Mode of Delivery: Courses that fulfill this requirement will be single-instructor 3-credit courses.

Policy: Students who choose to continue in the language that they took in high school will be required to complete the third semester (current 201 course) in that language. This establishes a basic threshold of competency at the early-intermediate level, and ensures that students will not merely repeat what they (should have) learned in high school. On the other hand, the early-intermediate competency threshold means that students who place above it will have their language requirement waived. Students who choose to begin a new language will be required to take two semesters of that language.

Integrated Courses

General Rationale: The major challenges societies have faced have always been complex and are becoming even more so. In order to appreciate these complexities and to work toward just solutions, John Carroll students need the ability to integrate knowledge from more than one perspective or discipline. Thus, part of the responsibility of a liberal arts core curriculum is to assist students in gaining that competency through exposure to interdisciplinary and integrated models of learning. This competency will help them better understand past and present while preparing them for the future.

Coordinators for each of the integrated components will be appointed by the Dean of the College of Arts and Sciences. The coordinator will work with a sub-committee of 2 other faculty members (1 of whom must be outside the coordinator's discipline) to set common expectations for the courses and to recommend courses for final approval.

The coordinator for the Exploring the Natural World courses must be from BL, CH, MT, PH, or PS.

The coordinator for the Examining Human Experience must be from AH, CMLC, CO, EN, or HS.

The coordinator for the Global Learning Community may be from any discipline.

Engaging the Global Community

Rationale: The global interconnectedness of the 21st century requires a curricular component in which students engage with diverse cultural perspectives and develop a sense of global responsibility. Global interdependence brings about new widely-shared meanings, values, and understandings of the natural and social worlds. An emphasis on global learning recognizes that every person occupies simultaneously a range of positions between the local and the global and that changes in one part of the system will result in changes in other parts. Because global issues likewise cross disciplinary and national boundaries, this component is best addressed by an interdisciplinary course that examines issues of global impact.

A focus on the global community in all of its complexities is especially appropriate to Jesuit education. In his “Challenges to Jesuit Higher Education Today,” delivered in Mexico City in 2010, Father Adolfo Nicolás, S.J., the Superior General of the Jesuits, said: “Now, more than ever, we see that, in all our diversity, we are in fact, a single humanity, facing common challenges and problems. . . The positive realities of globalization bring us, along with this sense of common belonging and responsibility, numerous means of working together if we are creative and courageous enough to use them.”

Learning Outcomes Addressed: (For more detail on the specific aspects of the learning outcomes addressed, see pp. 23-25.)

1. Demonstrate an integrative knowledge of the human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
7. Apply a framework for examining ethical dilemmas

Mode of Delivery: Courses can either be team-taught or taught as part of a learning community in which faculty from a variety of disciplines share perspectives. In either case, the instructors collaborate on the plan of the course. Faculty must commit to teaching this course three times in four years. Instructors each receive full credit toward load. The target seat count will be 25-30 students per section.

Expectations: Each course will include the perspectives of more than one discipline.

Examples:

- Artistic Production in a Global Era (art, literature, economics, computer science/digital media)
- Global Media (communications, computer science, economics, marketing, psychology)
- Immigration (history, political science, sociology, theology & religious studies, languages)
- Environmental Policy (biology, chemistry, physics, political science)
- Globalization and Poverty (sociology, economics, population and public health)
- The Politics of Humanitarian Response (political science, history, economics, communication, area studies)
- Global Challenges in Food and Nutrition (biology, economics, political science, history, sociology)
- Facing the enemy (sociology, religious studies, literature, political science, pl, women's studies)

Exploring the Natural World

Rationale: It is essential for our students to gain a better understanding of how science impacts everyday life and to bring a scientific knowledge and approach to bear on issues that cross disciplinary boundaries. We believe that a pair of linked courses can promote an understanding of these complex issues by offering full-course depth of study with intentional connections to other disciplines.

Learning Outcomes Addressed: (for more detail on the specific aspects of the learning outcomes addressed, see pp. 23-25)

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression
8. Employ leadership and collaborative skills

Mode of delivery: Two linked 3-credit courses, each with its own instructor, to be taught as co-requisites in the same semester. Instructors may choose to both be present in each of the classrooms at least part of the time to enrich discussion. Team-teaching is acceptable but not required for this component. Instructors receive credit of one course toward teaching load.

Expectations: Instructors may design new courses or modify existing courses. Ideally both of the instructors will be full-time faculty. The instructors involved in each pair of three credit hour courses will interact closely to identify conceptual connections around a shared theme. These courses should not be an introduction to a discipline (i.e. a standard 101 survey) but rather an exploration of a particular topic. Instructors will develop syllabi in consultation with each other, in order to intentionally link methods, content, and/or pedagogic delivery (each of the former can be complimentary or deliberately divergent) with the intention to provide students with an interdisciplinary approach and integrative learning experience. Instructors will have ownership over their own courses, yet ongoing discussion between the

paired colleagues during the semester will ensure the linkage. Assignments could be course specific, across the two courses, or both.

One or both courses in this linked pair must include an emphasis on quantitative analysis.

We expect that the majority of these courses will be suitable for non-majors, but more specialized courses at the junior/senior level are also an option.

Examples:

- Natural Disasters (physics and history; psychology and political science; or physics and economics)
- Consciousness (biology and philosophy; psychology and philosophy)
- Urban Environmental Issues (chemistry and sociology; chemistry and political science)
- Psychology, Technology and Design (psychology and engineering physics)
- Evolution of Language (biology, psychology or physics with sociology, languages, or communication)
- Religion and Ecology (theology & religious studies and biology)
- Nanotechnology (physics and chemistry)
- Advertising and its Effects (psychology and marketing or physics and marketing)
- Environmental Risk Analysis and Management (chemistry, physics, math, or biology with management)
- The Molecules of Life: Exploring Biomolecular Structure and Function(chemistry and computer science or biology and computer science)
- The Mathematics of Music and Sound (math and physics; math and fine arts; or physics and fine arts)

Examining Human Experience

Rationale: “Examining Human Experience” focuses on connections between people as individuals and as social beings and how the human experience is represented. Students will gain an understanding of the speculative, critical, analytic, and imaginative aspects of humanistic inquiry. Courses in Examining the Human Experience invite students to be reflective, especially self-reflective, as they approach both timeless questions and immediate ones, understanding that shared conclusions may not always be possible. In encountering other viewpoints, these courses will pose questions about the desires and responsibilities to the self and the desires and responsibilities of others. Whether the text of human interaction is a memoir, a poem, or an historical document, students will explore how representation affects an understanding of past, present, or timeless questions.

Learning Outcomes Addressed: (For more detail on the specific aspects of the learning outcomes addressed, see pp. 23-25.)

1. Demonstrate an integrative knowledge of the human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation

4. Communicate skillfully in multiple forms of expression
5. Act competently in a global and diverse world
9. Understand the religious dimensions of human experience

Mode of Delivery: Two linked 3-credit courses, each with its own instructor, to be taught as co-requisites in the same semester. Instructors may choose to both be present in each of the classrooms at least part of the time to enrich discussion. Team-teaching is acceptable but not required for this component.

Expectations: Instructors may design new courses or modify existing courses. Ideally both of the instructors will be full-time faculty. The instructors involved in each pair of three credit hour courses will interact closely to identify conceptual connections around a shared theme. These courses should not be an introduction to a discipline (i.e. a standard 101 survey) but rather an exploration of a particular topic. Instructors will develop syllabi in consultation with each other, in order to intentionally link methods, content, and/or pedagogic delivery (each of the former can be complimentary or deliberately divergent) with the intention to provide students with an interdisciplinary approach and integrative learning experience. Instructors will have ownership over their own courses, yet ongoing discussion between the paired colleagues during the semester will ensure the linkage. Assignments could be course specific, across the two courses, or both.

Examples:

- Religion, social conflict, and reconciliation (history, literature, religious studies, peace, justice and human rights)
- The bourgeois family from the 19th century to the present (sociology, history, literature)
- Gender in philosophy and literature (literature, philosophy, women's studies)
- Social dynamics as represented in the fine arts (psychology, literature, theater, film)
- Technological developments and cyber literature and PI (literature, philosophy and sciences)
- Crime (sociology and literature)
- *Ulysses* and the *Odyssey* (English and classics)
- Shakespeare and the Renaissance (English, history, art history)
- African American resistance movements (English, history, sociology)
- Jurisprudence (political science, classics, history, literature)
- Outsider artists and otherness /outsider politics (history, art history, philosophy)
- Biomedical humanities (literature, philosophy, art history, biology, religious studies)
- Japanese Literature and History (language, history, East Asian studies)
- Border Identities (history, literature, political science, sociology, area studies)

Double-Dipping: Any of the integrated courses could count towards majors if departments so choose. None of the integrated courses may simultaneously count toward other components of the core.

Policy on Linked Courses: Students sign up for both courses. They should be advised in advance that the courses should be selected carefully. Students may not drop a class without permission of the

instructors. If they must drop one class, they may continue in the other class, but they will need to complete another set of linked courses in that category.

Transfer students who enter with fewer than 25 hours transferred must take both sets of linked courses.

Transfer students who enter with 25 or more hours may petition to have coursework reviewed to count for ONE linked course pair.

Jesuit Heritage

Philosophy

Rationale: Philosophy provides students the opportunity to reflect on the most fundamental questions of our lives that often go unexamined. Courses in philosophy acquaint students with the intellectual and moral traditions of world civilizations and aim to develop the critical thinking skills necessary to question assumptions, to weigh propositions fundamental to personal responsibility, and to consider ethical implications of their decisions. An understanding of philosophy is one of the hallmarks of Jesuit education.

Learning Outcomes Addressed: (For more detail on the specific aspects of the learning outcomes addressed, see pp. 23-25.)

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
7. Apply a framework for examining ethical dilemmas
9. Understand the religious dimensions of human experience

Mode of Delivery: Two 3-credit courses are required.

Expectations: Introductory philosophy courses will include a component on ethics.

Course caps will be targeted at 22 students. Each student must take a 100-level course, but may choose between 200- and 300-level courses for their second required philosophy course.

Theology and Religious Studies

Rationale: Courses in theology and religious studies provide students with the knowledge and skills necessary for the analysis of religion; for investigation of the historical development and contemporary practice of particular religious traditions; for critical reflection on personal faith as well as sympathetic appreciation of the beliefs of others; and for resources to understand and respond to the religious forces that shape our society and world. Because of its commitment to the Catholic and Jesuit heritage of the university, there is particular attention paid to the Roman Catholic tradition.

Learning Outcomes Addressed: (For more detail on the specific aspects of the learning outcomes addressed, see pp. 23-25.)

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
5. Act competently in a global and diverse world
6. Understand and promote social justice
9. Understand the religious dimensions of human experience

Mode of Delivery: Two 3-credit courses are required.

Further Expectations: Courses that fulfill either the philosophy or the theology and religious studies requirement will require and vigorously stress students' abilities to articulate clearly both orally and in writing.

Issues in Social Justice

Rationale: This core requirement asks students to understand and to interrogate concepts of inclusion and empowerment and to analyze systems and structures of oppression and marginalization. Courses may pose questions about equality, access, multiculturalism, economic and social barriers, or discrimination based on gender, sexuality, class, age, race, and/or ethnicity. Courses in this component of the curriculum challenge students to recognize institutionalized impediments or de facto assumptions that result in an individual or group having less than full voice and participation in societies. The course may focus on historical issues or contemporary problems or both.

The Coordinator for the Issues in Social Justice courses will be a faculty member from the social sciences (SC, PO, EC), appointed by the Dean of the College of Arts and Sciences. The coordinator will work with a subcommittee of 2 other faculty members (one of whom must be outside the coordinator's discipline), to set common expectations for the courses and to recommend courses for final approval. Courses may be offered from any discipline.

Mode of delivery: This 3-credit course will be offered by a single instructor.

Learning Outcomes Addressed: (For more detail on the specific aspects of the learning outcomes addressed, see pp. 23-25.)

1. Demonstrate an integrative knowledge of human and natural worlds
2. Develop habits of critical analysis and aesthetic appreciation
5. Act competently in a global and diverse world
6. Understand and promote social justice

Creative and Performing Arts

Rationale: From their beginnings, Jesuit colleges and universities were distinguished by their attention to the arts and architecture, painting, sculpture, music, theater, dance and poetry as methods of religious communication. (Clement McNaspy, SJ. "Art in Jesuit Life," *Studies in the Spirituality of Jesuits* V: 3[April, 1973] 94-99). The practice of any art form gives students a new mode of expression, a new voice. Courses in studio arts, creative writing, screenwriting, playwriting, theater performance, photography, music, and dance will fulfill the creative and performing arts requirement. Additionally, to

take advantage of the rich resources of the Cleveland area, off-site courses in studios, etc. or some experiential college courses will fulfill this requirement as long as there is a creative/productive assignment in the course.

Learning Outcomes Addressed: (For more detail on the specific aspects of the learning outcomes addressed, see pp. 23-25.)

2. Develop habits of critical analysis and aesthetic appreciation
3. Apply creative and innovative thinking
4. Communicate skillfully in multiple forms of expression

The Coordinator for Fine Arts, appointed by the Dean of the College of Arts and Sciences, will coordinate courses eligible for meeting the requirement and assume responsibility for managing adjunct faculty.

Courses will be capped between 15-18 students.

Requirements within the Major

Students will continue to develop competencies in written and oral expression within their majors and will participate in a capstone experience in their major that represents the culmination of their academic experience.

1. **Additional Writing:** Every student as part of their major should take a course that emphasizes writing skills within the discipline. While there may be variation, the new core committee, in consultation with the Director of Composition, will suggest minimum common standards and procedures. Each department or interdisciplinary program will determine the most appropriate means for their majors to attain these disciplinary writing skills.

The Director of Composition will convene writing across the curriculum workshops.

2. **Additional Presentational Skills:** Courses in the major should include assignments that allow students to further cultivate oral presentation skills and the use of technology to collect and share information. Each department and interdisciplinary program may interpret and apply these criteria as they deem appropriate for their discipline.

The Director of Public Speaking will convene workshops on oral presentation.

3. Capstone Experience

Rationale: Capstone experiences are valuable not solely for the opportunity they afford the student to demonstrate mastery of skills and knowledge in a specific discipline, but because they represent the culminating expression of a broad liberal arts education that prepares students for future success in a wide range of activities. The capstone experience should focus on some feature of the student's major

area(s) of interest and should require the disciplined use of skills, methodology and knowledge taught throughout the curriculum.

Capstones must meet one or more of the following criteria:

- Synthesize and apply disciplinary knowledge and skills
- Foster reflection on undergraduate learning and experience
- Demonstrate emerging professional competencies
- Apply, analyze and/or interpret research, data, or artistic expression

The capstone may be satisfied through a course, created work or product, or some form of experiential learning. Departments may allow specific courses, honors theses, mentored research projects, and other special student activities to fulfill the capstone. The capstone may occur during the student's junior or senior year.

Examples of possible capstone experiences include (but are not limited to) the following:

- A senior seminar that requires a major project
- An upper-level course that integrates material from the major
- An honors thesis
- Independent student research (summer or academic year)
- An internship or practicum with a paper that requires the students to analyze and evaluate the experience

Each student must complete at least one capstone experience as part of a major. The students' major department must certify that the requirement has been met.

8. Map of Academic Learning Outcomes to Proposed Core Requirements

In an effort to see more clearly how each component of the curriculum might fulfill the learning outcomes, the Curriculum Working Group divided each learning outcome into multiple dimensions. Below is a chart listing the outcomes, their dimensions, and the components of the proposed curriculum. An X indicates our expectation that a course in the component will intentionally address that particular dimension of the learning outcome.

Learning Outcome	Dimensions	Found.	Found.	Found.	Global	Natural	Human	Lang	RL	PL	Social	Creative	Major
		Writ	Oral	Quant		World	Exp.				Justice	Arts	
1. Demonstrate an integrative knowledge of human and natural worlds	a. Acquire knowledge about human experience				X		X	X	X	X	X		
	b. Acquire knowledge about the natural world					X							
	c. Acquire depth of knowledge in chosen field												X
	d. Understand the perspectives of science, social science, and humanities				X	X	X						
	e. Make connections across disciplines, perspectives, and methods			X	X	X	X						
	f. Produce evidence of an interdisciplinary understanding of a complex problem or intellectual question				X	X	X						
2. Develop habits of critical analysis and aesthetic appreciation	a. Identify and understand the fundamental elements of a problem			X	X	X	X			X			
	b. Demonstrate quantitative literacy			X		X							
	c. Demonstrate the ability to analyze multiple forms of expression (such as oral, written, digital, or visual)	X	X	X	X	X	X	X		X	X	X	
	d. Develop critical thinking skills	X	X	X	X	X	X		X	X	X	X	
	e. Experience and understand human creative endeavors											X	

Learning Outcome	Dimensions	Found. Writ	Found. Oral	Found. Quant	Global	Natural World	Human Exp.	Lang	RL	PL	Social Justice	Creative Arts	Major
3. Apply creative and innovative thinking	a. Respect innovation and creativity					X						X	
	b. Explore and develop new approaches to complex problems				X	X							
	c. Demonstrate problem-solving skills			X		X							
4. Communicate skillfully in multiple forms of expression	a. Speak fluently and effectively in diverse environments		X										X
	b. Write coherently and effectively for diverse audiences	X			X	X	X						X
	c. Employ technology effectively to access and convey information	X	X	X		X							X
5. Act competently in a global and diverse world	a. Reflect on and demonstrate an awareness of one's own cultural perspective				X		X	X					
	b. Understand and respect human and cultural differences				X		X	X			X		
	c. Communicate at a basic level in a language other than English							X					
	d. Examine the global impact of actions or issues				X				X				
6. Understand and promote social justice	a. Value equality and dignity of all persons; understand the obligation to provide opportunity of voice and equitable access for all						X				X		
	b. Examine the conditions that have given rise to injustice						X				X		
	c. Understand the consequences of injustice						X				X		

Learning Outcome	Dimensions	Found. Writ	Found. Oral	Found. Quant	Global	Natural World	Human Exp.	Lang	RL	PL	Social Justice	Creative Arts	Major
	d. Recognize the obligation for individuals to contribute to the common good and the obligation for society to make that participation possible for all						X				X		
	e. Recognize unjust situations and take action to rectify them						X (part 1)				X		
7. Apply a framework for examining ethical dilemmas	a. Identify ethical questions	X	X	X	X					X			
	b. Analyze and assess ethical theories									X			
	c. Apply ethical frameworks to personal, professional, and institutional dilemmas	X	X							X			
8. Employ leadership and collaborative skills	a. Employ leadership skills												
	b. Employ collaborative skills					X							
9. Understand the religious dimensions of human experience	a. Recognize the importance of fundamental questions of human existence						X		X	X			
	b. Examine religious beliefs' response to the fundamental questions of human experience								X				
	c. Examine religious beliefs' relevance to other fields of knowledge								X				
	d. Discover spiritual dimensions in art, literature, and science								X				

9. Comparison with Core Curricula at Other Institutions

Throughout the past eighteen months, the Curriculum Working Group has examined the core curricula offered at other institutions, including but not restricted to the curricula of other Jesuit colleges and universities. We began examining other models during our first semester of work and have continued to explore the best practices and innovative approaches being employed elsewhere as we have built our own curricular model. In this section, we place our proposed curriculum in the context of recent developments in higher education.

Across the spectrum of American higher education, there is a very broad range of approaches to general education. Some institutions, usually small liberal-arts colleges like Hamilton College, have very few core requirements and leave the curricular choices in the hands of student and advisor. On the other end of the spectrum, some institutions have a set of specific courses required of all students, with common texts and shared syllabi, and sometimes a mandated sequence. The best known of these systems is Columbia's Core Curriculum. But the most common type of general education system in the second half of the 20th century has been the **distributive system**, of which our existing Core is an example. In the distributive model, students take a wide sampling of courses from a variety of disciplines. Breadth of knowledge and variety of disciplinary methodologies are the underlying principles of distributive core curricula.

Beginning in the late 20th century, institutions were already beginning to rethink the distributive core. Two main principles have motivated this continuing nationwide reassessment of distributive requirements. The first principle is that an ideal curriculum should offer a greater sense of **coherence** than most distributive systems are structured to achieve. For a critique of the distributive model on these grounds, see Boston College's "Goals for the Nineties" statement, which criticizes its Core as "no more than a series of disconnected distribution requirements administered by departments that did not communicate with one another" and recommends a greater and more intentional coherence of its curriculum.¹ The second principle that has gained general acceptance is that student learning should be centered on achieving **outcomes**, rather than simply attaining certain credit hours in certain departments. For a statement of this latter principle, see Loyola-Chicago's recently-revised Core, which "introduces students to ten central Knowledge Areas of university learning, with a consistent focus on learning outcomes for those Areas."² Both of these principles are articulated in Santa Clara University's innovative Core Curriculum, which sets forth specific learning goals and divides its curriculum into "Foundations," "Explorations" (distributive), and "Integrations" (including a "Pathways" cluster of courses on the same theme).³

¹ <http://www.bc.edu/content/bc/offices/avp/core/structure.html>.

² <http://www.luc.edu/core/about.shtml>.

³ The Santa Clara Core Curriculum can be found at <http://www.scu.edu/core/>. Many other innovative curricular models are collected by the AAC&U (Association of American Colleges and Universities) at <http://www.aacu.org/resources/generaleducation/promisingmodels.cfm>.

Within this broader context and with the particular mission and culture of John Carroll in mind, the Curriculum Working Group has designed a Core curriculum that is a hybrid of distributive and integrated models. The minimalist core of some colleges was never an option for us; our Jesuit tradition values strong, substantial core curricula. Although we did consider some more fully integrated Columbia-style curricula, these systems seemed an impracticably large leap from our current modes of faculty work and student learning. Our proposed Core curriculum retains the advantages of a distributive system (in particular, breadth of experience and a degree of student choice about how to fulfill requirements), but improves upon it by building intentional connections among core courses, by reiterating competencies in core and major, and by explicitly aligning with institution-wide academic learning outcomes.

10. Faculty Development, Implementation, and Assessment

The Curriculum Working Group has given preliminary consideration to a number of issues involved in the implementation of the proposed new core, if it is approved. The following recommendations are preliminary but reflect our current thinking.

A. Faculty development will be essential to the success of this curriculum. This was one of the central conclusions of our 2011-12 consultations with faculty. While many components of the proposed curriculum will transfer fairly easily from our current model (PL, RL, language, existing fine arts courses, written and oral expression), other components (particularly the integrated courses and quantitative literacy) will require significant new course development or modification of current courses. The Academic Vice President and Provost is aware of our conviction that additional funding will be needed in order to support faculty in the transition to this proposed curriculum, as well as for other aspects of the implementation. See Appendix E for more detail on proposed faculty development opportunities.

B. Implementation of the new curriculum: The APTF Curriculum Working Group recommends that the new curriculum take effect for those students who enter in Fall 2015. This timing would allow sufficient opportunity for all the aspects of the transition to be put in place. See Appendix E for implementation tasks and timeline.

C. Assessment of the new curriculum will be made possible by its intentional alignment with the academic learning outcomes. The first step in an effective assessment plan would be to determine the criteria for achievement of the learning goals and to determine what constitutes appropriate evidence. We suggest that the faculty development for various core components should include discussion of how to incorporate learning goals into the course objectives and syllabi. Ultimately, there should be a cycle of assessment in which evidence is collected, analyzed and interpreted, and then that information is used for continuous improvement.

A team of five faculty and administrators from John Carroll will attend the AAC&U Summer Institute on General Education and Assessment in June 2013 to lay the groundwork for assessment of the curriculum.

Appendix A: Size of Core Curricula at Jesuit Institutions

(data from *Jesuit Conversations* magazine, Fall 2010)

Institution	Common Core Curriculum Hours*
Boston College	45
Canisius	36
College of the Holy Cross	48
Creighton	24
Detroit-Mercy	45
Fairfield	62
Fordham	39
Georgetown	42
Gonzaga	31
John Carroll	57
LeMoyne	32
Loyola New Orleans	39
Loyola Maryland	51
Loyola Marymount	48
Loyola Chicago	48
Marquette	36
Regis	45
Rockhurst	52
St. Joseph's	47
St. Louis	40
St. Peter's	60
San Francisco	44
Santa Clara	72 (quarter hrs)
Scranton	77
Seattle	71 (quarter hrs)
Spring Hill	51
Wheeling Jesuit	52-55
Xavier	64

* Some institutions have a wide range of core credits required, depending on the specific degree program. The numbers in this column represent common core hours shared by all students, as reported in *Conversations*. Some variance in the data may be caused by the differences in the way that each institution defines common core hours.

Appendix B: Data on Credits Required for Graduation

Credits Required for Graduation at Jesuit Institutions (from *Jesuit Conversations* magazine, Fall 2010)

Credits for Graduation	Number of Institutions	Names of Institutions
120	12	Boston College, Canisius, Georgetown, LeMoyne, Loyola-New Orleans, Loyola-Maryland, Loyola-Marymount, St. Joseph's, St. Louis, St. Peter's, Wheeling Jesuit, Xavier
120-123	1	Fairfield
124	1	Fordham
126	2	Detroit-Mercy, Marquette
128	9	Holy Cross, Creighton, Gonzaga, JCU, Loyola-Chicago, Regis, Rockhurst, USF, Spring Hill
130	1	Scranton

Two Jesuit institutions (Santa Clara and Seattle University) are on quarters, not semesters.

Credits Required for Graduation at other Ohio Institutions

(data from institutions' registrars and websites)

Credits for Graduation	Names of Institutions
112	Oberlin
120	Ohio State University Ohio University University of Dayton (B.S.)
121	Kent State University
123	University of Dayton (B.S.B.A.)
124	Baldwin Wallace University of Dayton (B.A.)
127	Denison
128	Miami of Ohio University of Akron

Some liberal arts colleges such as Otterbein and Wooster operate on a different system in which students take four courses per semester for a total of 32 courses.

Appendix C

Student Union Survey, Spring 2012





In Spring 2012, our working group was approached by members of the Academics Committee of the Student Union. They were interested in contributing student feedback to our curriculum review process and were already planning a survey, open to all students, that would solicit feedback on the core curriculum among other topics. We suggested some possible questions for the survey, but the implementation of the survey, the data collection, the analysis of data, and the presentation were fully in the hands of the students. We appreciate their contribution and append their report, which we received in October 2012.

General Survey Demographics






Number of Student Participants: 515

Distribution of Participants (participant-defined):






1. With which year do you identify yourself?

#	Answer	Bar	Response	%
1	Freshman		168	33%
2	Sophomore		119	23%
3	Junior		120	23%
4	Senior		108	21%

13. How many credits towards the core curriculum did you earn outside of the spring and fall semesters at John Carroll (AP credits, summer classes, transfer credits, etc.)?

#	Answer	Bar	Response	%
1	None		156	37%
2	1-6		119	28%
3	7-12		56	13%
4	13-18		44	10%
5	19+		51	12%

14. How familiar are you with the requirements of the core curriculum?

#	Answer	Bar	Response	%
1	Very familiar		245	57%
2	Somewhat familiar		125	29%
3	Moderately familiar		48	11%
4	Somewhat unfamiliar		6	1%
5	Very unfamiliar/ No Knowledge		4	1%

Appendix C: Student Union Survey, Cont.

15. How would you rate the core curriculum's fulfillment of its goal to provide students with a well-rounded education?

#	Answer	Bar	Response	%
1	Extremely effective		53	12%
2	Effective		249	58%
3	Average		83	19%
4	Ineffective		35	8%
5	Extremely ineffective		7	2%

16. How sufficiently does the requirement of one course with the designation of "D" address issues of diversity and inclusion?

#	Answer	Bar	Response	%
1	Very sufficiently		40	9%
2	Sufficiently		227	53%
3	Insufficiently		72	17%
4	Very insufficiently		21	5%
5	Unsure/ No experience with a D course		68	16%

18. What academic programs would you like to see offered at John Carroll?

Total responses: 251

9% of respondents suggested more courses or programs pertaining to Division 1 of the Core Curriculum
 28% of respondents suggested more courses or programs pertaining to Division 2 of the Core Curriculum
 6% of respondents suggested more courses or programs pertaining to Division 3 of the Core Curriculum
 24% of respondents suggested more courses or programs pertaining to Division 4 of the Core Curriculum
 Curriculum
 2% of respondents suggested more courses or programs pertaining to Division 5 of the Core Curriculum

18% of respondents suggested adding courses pertaining to art, music, dance, and other forms of creative expression.

The addition of Nursing and American Sign Language were each suggested by 4% of respondents
 Programs and courses in Advertising, Engineering, Physical therapy, Photography, Pre-Health, Social Work, and Special Education were mentioned by at least 2% of respondents.

19. If you could change one aspect of the core curriculum, what would you change? Please be specific.

Total responses: 304

4% of respondents suggested changes regarding Division 1 of the Core Curriculum
 2% of respondents suggested changes regarding Division 2 of the Core Curriculum
 2% of respondents suggested changes regarding Division 3 of the Core Curriculum
 4% of respondents suggested changes regarding Division 4 of the Core Curriculum
 63% of respondents of respondents suggested changes regarding Division 5 of the Core Curriculum

Of these respondents, 75% mentioned the philosophy requirement as something they would like to change about the core curriculum. 99% of those who mentioned the philosophy requirement explicitly stated that they would like to see fewer philosophy courses.

Appendix C, Student Union Survey, Cont.

20. Other comments regarding the Core Curriculum:

Total responses: 107

63% of respondents made comments that were classified as negative regarding the Core Curriculum as a whole

Dominant criticisms were that there exists too much focus on Christianity, the core is “too hard,” and makes graduating in four years somewhat of a difficulty.

5% of respondents made comments that were neutral regarding the Core Curriculum as a whole

30% of respondents made comments that were classified as positive regarding the Core Curriculum

Dominant praises were that the Core Curriculum was the reason a student chose to attend John Carroll, that it creates very well-rounded students, looks excellent to employers, and simply, “I like it.”

Appendix D
Proposed Administrative Structure
(Revised April 8, 2013; amended by Faculty Council April 10, 2013; replaces any earlier version of Appendix D)

Rationale for Structure and Duties of University Core Committee and Director

Because of the differences between the present core and the proposed core, the UCC will also require a new structure. It combines fixed and elected positions, as defined below. It also includes sub-committees. The implementation of the proposed core requires some up-front work that would then disappear or be lessened. The APTF Curriculum committee anticipates that the structure or responsibilities of the new UCC could be modified by vote of the faculty after the curriculum is implemented.

UCC Committee Membership and Duties

The membership of the proposed University Core Committee combines fixed faculty positions with elected directorships.

There are **13** committee members:

- Core Director
- Seven “fixed” positions. These are faculty with particular expertise in the named area.
- Four positions elected by the faculty at large but held by faculty from the departments designated below.
- **A member of the Faculty Council selected by that body**

Responsibilities

Core Committee:

1. Give final approval of all new courses
2. Oversee assessment of overall core
3. Offer opportunities for pedagogical innovation
4. Submit annual report to Dean, CAS, to be shared with entire faculty
5. Meet monthly
6. Consider general Core policy matters
7. Approve course rubrics/learning expectations created by subcommittees

Core Director: (Appointed by the Dean of the College of Arts and Sciences)

1. Oversee transition
2. Call monthly meetings of UCC and set agenda
3. Oversee secretarial help
4. **Submit annual report to the Faculty through the Chair of Faculty Council**
5. Maintain relationships as needed with Registrar, Advising
6. Co-ordinate assessment
7. Consider student petitions
8. Serve as general point-person for Core: public relations and student/faculty questions

Compensation: one course load reduction per semester during the transition period.

Fixed Faculty Positions

The “fixed” positions are:

- Director of Writing (English)
- Director of Public Speaking (Communications)
- Director of Quantitative Analysis (Math)
- Chair, Classical and Modern Languages and Cultures
- Chair, Theology and Religious Studies
- Chair, Philosophy
- Director of Creative and Performing Arts

The faculty positions already exist (or will if the proposed core passes). Part of the responsibility of these Directors and Chairs involves hiring, scheduling, and course management of courses that are taught primarily within a single department (EN 111, CO 100, PL 101, RL 101, etc.). Holders of these positions will change according to departmental timetables or processes, not because of the core.

If after the transition, the Core Committee finds that it does not need all of these fixed positions, it may recommend that some be made “ex-officio” or eliminated; such changes in the composition of the committee must be approved by vote of the faculty. During the transition period, the APTF Committee believes that it is important to have representation of each part of the proposed core.

The responsibilities of each director are listed in the chart below.

Compensation: Some of these faculty members (department chairs, writing director, and director of public speaking) already receive course load reduction associated with their positions. The director of quantitative analysis and the director of creative and performing arts will also receive a load reduction.

Elected Positions:

- Director: Global Community
 - Exploring the Natural World
 - Examining the Human Experience
 - Social Justice

A director of each of the integrated, linked, multi- or inter- disciplinary components will be elected by the faculty at large; candidates must be from departments listed in the chart below. **Vacant seats that are not filled by election shall be appointed from among faculty willing to serve by the Dean of the College of Arts and Sciences in agreement with the Chair of Faculty Council.**

The responsibilities of each director are listed in the chart below.

Compensation: Each director will receive 1 course load reduction per year during the transition period.

Sub-committees

Seven sub-committees of 2 members, elected by and from the faculty at large, will work with directors.

These committees vet all course submissions (by examining syllabi) and give preliminary recommendations to the UCC. Generally, the recommendations of the sub-committees should stand, but the Core Committee makes the final determination. It is the responsibility of the Director of each sub-committee to call meetings in a timely fashion, at least twice a semester. The sub-committee

members also offer suggestions for innovative pedagogy, shared experiences, speakers, etc. The sub-committee assists in assessment. The sub-committee members are responsible only for the area of their sub-committee and do not attend meetings of the University Core Committee.

Members of Core Committee	Terms of Office	Subcommittee (all elected at large)*	Responsibilities of each Director in consultation with Subcommittee
Director of Core Curriculum	Appointed by Dean of College of Arts and Sciences Reports to Dean of CAS Four Year Term		see above
Director of Writing	Current Director of Writing in Department of English Or appointment by Dean of College of Arts and Sciences	Oversees Subcommittee for Written Expression (2 elected members, one from outside director's department)	<ol style="list-style-type: none"> 1. Oversee 100-level composition courses; develop common syllabi; oversee placement 2. Develop rubric so that written expression is part of all three integrated courses; 3. Lead workshops on writing across curriculum 4. Assist in developing writing in major courses 5. Coordinate with Library Director to incorporate information literacy 6. Assessment of written expression courses
Director of Public Speaking	Member of Communications Department Appointed by Dean of the College of Arts and Sciences	Oversees Subcommittee for Oral Expression (2 elected faculty, one from outside director's department)	<ol style="list-style-type: none"> 1. Oversee transition from a 2-credit course to a 3-credit course 2. Include instruction on technology as a tool for research and presentation 3. Coordinate with library on information literacy 4. Offer workshops on oral presentation in major course 5. Assessment of oral presentation courses
Director of Quantitative Analysis	Member of Mathematics Department Appointed by Dean of the College of Arts and Sciences	Oversees Subcommittee for Quantitative Analysis (2 elected faculty, one from outside	<ol style="list-style-type: none"> 1. Review QA courses and submit recommendations to core committee 2. Develop rubric for QA courses 3. Support inclusion of QA

		the director's department)	in Exploring the Natural World linked courses 4. Offer workshops on QA 5. Assessment of QA courses
Chair of the Department of Classical and Modern Languages		No subcommittee; courses go directly from department to Core committee for review.	1. Oversee placement in languages 2. Assessment of language courses
Director of Global Community Courses	Elected from any department by the faculty at large Three year term	Oversees Subcommittee for Global Community (2 elected faculty, one from outside director's department)	1. Recruit faculty to teach integrated global community course 2. Establish common expectations for all sections 3. Offer faculty development workshops 4. Assessment of Global Community component
Director of Exploring the Natural World Linked Courses	Member of Department of BL, CH, PH, or PS Elected by the faculty at large Three year term	Oversees Subcommittee for Natural World (2 elected faculty, one from outside director's department)	1. Identify courses and recruit faculty for Natural World linked courses 2. Offer faculty development opportunities 3. Assessment of Natural World component
Director of Examining Human Experience Linked Courses	Member of Department of AH, CMLC, CO, EN, or HS Elected by the faculty at large Three year term	Oversees Subcommittee for Human Experience (2 elected faculty, one from outside director's department)	1. Identify courses and recruit faculty for Human Experience linked courses 2. Offer faculty development opportunities 3. Assessment of Human Experience component
Chair of the Department of Philosophy		No subcommittee; courses go directly from department to Core committee for review.	1. Oversee inclusion of an ethics component in 100-level PL courses 2. Set schedule of 200 and 300 courses that will count toward core 3. Assessment of PL courses
Chair of Department of Theology and Religious Studies		No subcommittee; courses go directly from department	1. Set schedule of core courses in TRL 2. Assessment of TRL

		to Core committee for review.	courses
Director of Social Justice Courses	Member of Department of EC, PO, or SC Elected by the faculty at large Three year term	Oversees Subcommittee for Social Justice (2 elected faculty, one from outside director's department)	1. Identify courses and recruit faculty for Social Justice courses 2. Offer faculty development opportunities 3. Assessment of Social Justice component
Director of Creative and Performing Arts	Appointed by Dean of the College of Arts and Sciences	No subcommittee; courses go directly from department to Core committee for review.	1. Develop more 1-credit course offerings in arts 2. Hire and coordinate adjuncts 3. Assessment of Creative and Performing Arts component
Member of Faculty Council			1. Participate in UCC deliberations and actions as a full voting member of the UCC 2. Report on a regular basis to Faculty Council regarding the UCC's proceedings

The Dean or Associate Dean of the College of Arts and Sciences will serve as a non-voting, ex officio member of Core Committee.

* Members of subcommittees will serve staggered 3-year terms. Initially, one member of each subcommittee will serve a one-year term and the other will serve a two-year term. Thereafter, all subcommittee terms will be three years.

Seats normally filled by election that are left vacant following a round of faculty elections shall be filled from among faculty willing to serve by the Dean of the College of Arts and Sciences in agreement with the Chair of Faculty Council.

Oversight for components in the major will be the responsibility of departmental chairs in consultation with the core committee.

Appendix E

Proposed Curricular Transition Timeline

Goals:

- To prepare a transitional plan for course development
- To offer faculty development where needed
- To be ready to introduce the curriculum in Fall 2015
- To have the entire curriculum fully in place in Fall 2018

Timeline Spring 2013	<ul style="list-style-type: none"> ● Deliberation on Curriculum proposal led by CAP ● Faculty Vote ● Presidential Approval 		
Summer 2013	<ul style="list-style-type: none"> ● Send JCU team to AAC&U workshop on General Education and Assessment to lay groundwork for assessment ● Appoint new Core Director ● Appoint coordinators of curricular components 		
AY 2013-2014 Focus on Foundational Competencies and Jesuit Heritage	<p>Administrative Tasks</p> <ul style="list-style-type: none"> ● Use August workshop to discuss transition ● Elect members of new Core subcommittees ● Old UCC (in place until 2015): revise existing core policies that need to be adapted to the new curriculum; send these revisions through faculty governance ● Begin developing assessment plans for individual components of curriculum ● Begin publicizing new Core to prospective students 	<p>Faculty Development Opportunities</p> <ul style="list-style-type: none"> ● Workshops on information literacy in Foundational Competencies ● Workshops on quantitative analysis ● Workshops on pedagogies for linked courses ● Call for Summer Course Development Grants for courses to be offered in new Core (1st round) 	<p>Course Development</p> <ul style="list-style-type: none"> ● Designate PL team to add ethics component to 100-level courses ● Identify courses that will fulfill quantitative analysis; call for additional courses ● Identify courses that will fulfill Social Justice; call for additional courses ● Identify courses that will fulfill Creative and Performing Arts
AY 2014-2015 Focus on integrated courses and major requirements	<p>Administrative Tasks</p> <ul style="list-style-type: none"> ● Assist chairs in making a schedule that will phase out old Core ● Determine seat counts and number of sections needed for courses offered in freshman year; work with registrar to determine how many students need courses for old Core ● Prepare Bulletin copy on new Core for inclusion in 2015-17 Bulletin 	<p>Faculty Development Opportunities</p> <ul style="list-style-type: none"> ● Workshops on writing across the curriculum ● Workshops on Global Communities ● Call for Summer Course Development Grants for courses to be offered in new Core (2nd round) 	<p>Course Development</p> <ul style="list-style-type: none"> ● Call for linked courses in Exploring the Natural World and Engaging the Human Community ● Call for Global Communities courses ● Have major programs develop plans for capstone experience ● Have major programs identify

	<ul style="list-style-type: none"> ● Develop promotional materials for new Core (website, print) ● Complete assessment plans for new curriculum 		courses that will have writing component
AY 2015-2016 First entering class to use new Core	<ul style="list-style-type: none"> ● Discontinue FYS 	<ul style="list-style-type: none"> ● Call for Summer Course Development Grants for courses to be offered in new Core (3rd round) 	<ul style="list-style-type: none"> ● Offer new courses in Foundational Competencies, Language, and Jesuit Heritage ● Offer pilot set of linked courses and Global Communities
AY 2016-17 Two class years in new Core	<ul style="list-style-type: none"> ● Start cycle of assessment 		<ul style="list-style-type: none"> ● Offer fuller set of linked courses and Global Communities
AY 2017-18 Three class years in new Core			<ul style="list-style-type: none"> ● Offer complete set of linked courses and Global Communities ● Offer first set of capstone courses
AY 2018-19 All four class years on new Core; first group of seniors graduate with new Core			

Appendix F

Sample Four-Year Study Plans for Various Majors

In order to test the feasibility of the proposed curriculum for students of various majors, members of the APTF Curriculum Working Group prepared the sample study plans that are included on the following pages. These are not meant to be prescriptive, but rather to suggest some paths of study possible under the proposed curriculum. Please note that with the exception of Education majors, all of the examples listed below were accomplished with no more than 16 cr. per semester, and with most semesters at 15 cr.

Sample study plans included:

- Biology major Pre-med
- Business Logistics major with an extra year of Chinese language
- Communication and Theatre Arts major, general track with an entrepreneurship minor and a semester abroad
- Communication and Theatre Arts Major with an Integrated Marketing (PR) track and a minor
- English major with Creative Writing minor and three years of foreign language
- Middle Childhood Education with Mathematics and Language Arts concentrations
- Adolescent Young Adult Education major with Integrated Social Studies
- Physics major with a Math minor
- Psychology major (general) with a minor
- Psychology major (Industrial/Organizational) with minor in business
- Sociology major with concentration in human service, health , social justice track with required internship, minor in psychology, and semester abroad which includes international internship experience

Sample study plan: Pre-med (Biology major)

Fall

Spring

BL 155-157 (4cr)	BL 156-158 (4cr)
CH 141-143 (5cr)	CH 142-144 (5cr)
Composition (3cr)	Communications (3cr)
QA (3cr)	PL 101(3cr)

CH 221-223 (4cr)	CH 222-224 (4cr)
BL 159-160 (4cr)	Linked Human Experience (6cr)
MT 135 (4cr)	MT 228 (3cr)
RL 101 (3cr)	BL 213 (3cr)

SUMMER RESEARCH

PH 125-125L (4cr)	PH 126-126L (4cr)
PL (3cr)	RL (3cr)
Linked Natural World (6cr)	Global (3cr)
BL 471 (3cr)	BL 350-350L (4cr)
	Fine Arts (1cr)

SUMMER RESEARCH

Language (3cr)	Language (3cr)
Social Justice(3cr)	CH 431-437 (4cr)
BL 430-430L (4cr)	BL 331(3cr)
BL 360-360L (4cr)	BL 410 (3cr)
	Elective (3cr)

Sample study plan: Business Logistics major with an extra year of Chinese language

Fall

Spring

Written Expression 1 (3cr) CN 101 (3cr) MT 130 (3cr) Oral Expression (3cr) BI 107/8/9 (3cr)	Written Expression 2 (3cr) CN 102 (3cr) EC 208 (QA) (3cr) RL 101 (3cr) PL 101 (3cr)
AC 201 (3cr) CN 201 (3cr) EC 201 (3cr) BI 200 (3cr) Social Justice (3cr)	AC 202 (3cr) CN 202 (3cr) EC 202 (3cr) PS 101 (3cr) MN 202 (3cr writing-intensive)
LG 328 (3cr) BI 326 (3cr) MK 301 (3cr) Linked Human Experience (6cr)	LG 361 (3cr) BI 341 (3cr) MN 325 (3cr) Global Community (3cr) Creative Arts (1cr)
LG 350 (3cr) BI 383 (3cr) FN 312 (3cr) Linked Natural World (6cr)	LG 440 (3cr) BI 371 (3cr) PL 311 (3cr) MN 461 (3cr) MN 499 (3cr)

Sample study plan: Communication and Theatre Arts major general track with an entrepreneurship minor and a semester abroad (assuming 6 hours of composition and 6 hours of language)

Fall	Spring
Composition (3cr) Oral Expression (3cr) CO 220 (3cr) New language (3cr) ER 101/102 (3cr)	Composition (3cr) RL 101 (3cr) CO 200 (3cr) New language (3cr) ER 203 (3cr)
CO 225 (3cr) PL 101 (3cr) ER 304 (3cr) CO 245 (3cr) Global Community (3cr)	CO 3/400 (3cr) Social Justice (3cr) CO 235 (3cr) Quantitative Analysis (3cr) Creative Arts (1cr) CO 3/400 (3cr)
Linked Natural World (6cr) ER 305 (3cr) CO 3/400 (3cr) PI 2/300 (3cr)	CO 3/400 (3cr) Linked Human Experience (CO &?) (6cr) ER 306 (3cr) RL 2/300 (3cr)
Study abroad (14cr) Electives	CO 498 Capstone (3cr) CO 3/400 (3cr) CO 3/400 (3cr) CO 3/400 (3cr) ER 480 (3cr)

**Sample study plan: Communication and Theatre Arts Major with an Integrated Marketing (PR) track
and a minor assuming 6 hours of composition and 6 hours of a language**

Fall	Spring
Composition (3cr) Oral Expression (3cr) RL 101 (3cr) CO 225 (3cr) New language (3cr)	Composition (3cr) Linked Examining Human Experience (6cr) CO 315 (3cr) New language (3cr)
CO 200 (3cr) PL 101 (3cr) RL 2xx (3cr) CO 407 (3cr) Global Community (3cr)	CO 220 (3cr) Social Justice (3cr) Minor (3cr) Quantitative Analysis (3cr) Creative Arts (1cr) CO 440 (3cr)
Linked Natural World (6cr) CO 245 (3cr) CO 417 (3cr) PL 2/3xx (3cr)	CO 415 (3cr) Electives (6cr) Minor (3cr) Minor (3cr)
CO 498 capstone (3cr) Minor (3cr) Minor (3cr) CO 400 (3cr) Electives (experiential learning, Practicum, PE, Career Center, etc.) (2cr)	CO 497 (3cr) Minor (3cr) Minor (3cr) CO 446 (3cr) Elective (3cr)

Sample study plan: English major with Creative Writing minor and three years of foreign language plus two internships

Fall	Spring
CO 100 (3cr) FR 201 (3cr) EN 214 (3cr) PL 101 (3cr) Elective (3cr)	English Comp (3cr) FR 202 (3cr) EN 277 (3cr) RL 101 (3cr) Quantitative Analysis (3cr) Creative Arts (1cr)
Global Community (3cr) FR 301 (3cr) PL upper-level (3cr) EN 311 (3cr) EN 360 (3cr)	EN 303 (3cr) FR 302 (3cr) Linked Natural World (6cr) EN 371 (3cr)
Linked Human Experience (6cr) FR 3xx (3cr) RL upper-level (3cr) EN 302 (3cr)	EN 320 (3cr) EN 477 (3cr) EN 402 (3cr) CO Media Writing (3cr) FR 3xx (3cr)
internship (3cr) EN 499 (3cr) EN 489 (3cr) EN 425 (3cr) EN 299 Medical Writing (3cr)	internship (2cr) EN 404 (3cr) EN 200 (3cr) Social Justice (3cr) EN 490 (3cr)

Sample Study Plan: Middle Childhood Education with Mathematics and Language Arts concentrations (teaching fields)

ED 100 (3cr) MT 160 or 200 (3cr) Written Expression (3cr) RL 101 (3cr) Language (3cr)	Quantitative Analysis* (3cr) Communication** (3cr) PL 101 (3cr) Written Expression (3 cr; course 2)*** Language (3cr)
ED 253 (3cr) MT 135 (4cr) RL (3cr) Human Experience linked **** (6cr)	ED 201 (3cr) ED 255 (3cr) MT 118 (3cr) Advanced Writing (3cr) PL (3cr) EN 277 (3cr)
Issues in Social Justice (3cr) ED 330 (3cr) ED 355 (3cr) PS 262 (3cr) MT 241 (3cr) Engaging the Global Community (3cr)	ED 456 (3cr) MT 162 (3cr) Advanced Communications (3cr) Natural World linked (6cr) Creative and Performing Arts (1cr)
ED 424 (3cr) ED 386 (3cr) ED 457 (3cr) MT 251 (3cr) ED 356 (3cr)	ED 405 (3cr) ED 444 (9cr) ED 350 (or summer) (3cr)

Assumptions:

*Quantitative Literacy course will also serve as a requirement for the math concentration (i.e. MT 122)

**Communication core requirement will also serve as a requirement for the language arts concentration

***Included a second composition course since current language arts concentration requires both EN 111 and EN 112

****Linked Human Experience could include an EN course that would serve as the advanced literature requirement for the language arts concentration

Sample Study Plan: Adolescent Young Adult Education with Integrated Social Studies (HS major)

ED 100 (3cr) Written Expression (3cr) RL 101 (3cr) HS 211 (3cr) Language (3cr)	Quantitative Analysis (3cr) Communication (3cr) PL 101 (3cr) HS 212 (3cr) Language (3cr) PS 101 (3cr)
ED 253 (3cr) Engaging the Global Community* (3cr) RL (3cr) HS 201 (3cr) HS 261 (3cr) PO 101 (3cr)	ED 201 (3cr) ED 255 (3cr) HS 202 (3cr) Non-Western History (1) (3cr) SC 101 (3cr) EC 101 (3cr)
Natural World linked (6cr) PL (3cr) PS 262 (3cr) Non-Western History (2) (3cr) History Elective (3cr)	ED 337 (3cr) ED 386 (3cr) Human Experience linked** (6cr) Creative and Performing Arts (1cr) HS 271 (3cr)
ED 427 (3cr) ED 350 (3cr) Issues in Social Justice (3cr) HS 490 (3cr) HS Elective (3cr)	ED 405 (3cr) ED 444 (9cr)
	(12)

Assumptions:

*Could meet the 1 course Global History requirement

**Could meet one of the three upper division HS requirements

Sample Study Plan: Physics major with a Math minor

Fall

Spring

MT 135 (4cr)	MT 136 (4cr)
PH 135-135L (5cr)	PH 136-136L (5cr)
Composition (3cr)	Communications (3cr)
QA (3cr)	PL 101(3cr)

MT 233(4cr)	PH 247 (1cr)
CH 141-143 (5cr)	EP 217 (3cr)
PH 246 (3cr)	EP 260-260L (4cr)
Language (3cr)	Language (3cr)
Fine Arts (1cr)	MT (3cr)

SUMMER RESEARCH

PH 315-315L (4cr)	EP 451-451L (4cr)
PL (3cr)	PH 325 (3cr)
PH 347 (2cr)	RL 101 (3cr)
Linked Science (6cr)	Global (3cr)
	MT (3cr)

SUMMER RESEARCH

PH 407 (2cr)	PH 445-445L (4cr)
PH 365-365L (4cr)	PH 485 (3cr)
MT (3cr)	MT (3cr)
Linked Human Experience (6cr)	Social Justice (3cr)
	RL (3cr)

Sample Study Plan: Psychology major (general) with minor

Written Expression (3cr)	Written Expression (3cr)
Oral Expression (3cr)	Examining Human Experience linked (6cr)
PS 101 (3cr)	PS 2xx (3cr)
New language (3cr)	New Language (3cr)
RL 101 (3cr)	

PS 2xx (3cr)	PS elective (3cr)
RL 2xx (3cr)	PL 2xx/3xx (3cr)
PL 101 (3cr)	Minor (3cr)
MT 122 (QA) (3cr)	MT 223 (3cr)
Global Community (3cr)	PS elective (3cr)

Natural World linked (PS & ?) (6cr)	PS Group A (3cr)
PS 301/301L (4cr)	PS Group B (3cr)
PS Group B (3cr)	Minor (3cr)
Creative Arts (1cr)	Minor (3cr)
Elective (1cr)	Elective (3cr)

PS elective (3cr)	PS capstone (3cr)
Minor (3cr)	Social Justice (3cr)
Minor (3cr)	Minor (3cr)
Elective (3cr)	Minor (3cr)
Elective (3cr)	Elective (3cr)

Sample Study Plan: Psychology major (Industrial/Organizational) with minor in business

Written Expression (3cr)	Written Expression (3cr)
Oral Expression (3cr)	RL 101 (3cr)
PS 101 (3cr)	PS 241 (3cr)
New language (3cr)	New Language (3cr)
EC 201 (3cr)	EC 202 (3cr)

PS elective (3cr)	PS 359 (3cr)
AC 201 (3cr)	AC 202 (3cr)
PL 101 (3cr)	MT 223 (3cr)
MT 122 (QA) (3cr)	PS elective (3cr)
Global Community (3cr)	Creative arts (1cr)
	Elective (3cr)

Natural World linked (PS & ?) (6cr)	PS 280/332/386 (3cr)
PS 301/301L (4cr)	Human Experience linked (6cr)
PS 318/326 (3cr)	HR 373 (3cr)
PL 2xx/3xx (3cr)	RL 2xx (3cr)

PS 459 (3cr)	PS 481C (capstone) (3cr)
BI 200 (3cr)	Social Justice (3cr)
HR 376 (3cr)	HR 370 (3cr)
PS 435 (3cr)	MK 301 (3cr)
PS 480C (3cr)	Creative Arts (1cr)

Sample Study Plan: Sociology major with concentration in human service, health, social justice track with required internship, minor in psychology, and semester abroad which includes international internship experience

SC 101 (3cr)	SC 111 (3cr)
Issues in Social Justice (3cr)	Global Community (3cr)
Written Expression (3cr)	RL 101 (3cr)
Language (3cr)	Language (3cr)
PL 101 (3cr)	PS 101 (3cr)

SC 201 (3cr)	MT 122 (QA) (3cr)
Natural World linked (6cr)	PL 2xx/3xx (3cr)
Oral Expression (3cr)	Human Experience (SC and Humanities) (6cr)
PS 261 (3cr)	PS 200-level elective (3cr)

Semester abroad (15 cr.)	SC 400 (3cr)
Global internship (SC credit)	MT 123 (3cr)
electives	SC "W" intensive (3cr)
	PS 326 (3cr)
	SC 300/400 elective (3cr)

SC 460 & L (4cr)	SC 475 Capstone: Internship/seminar (4cr)
SC 490 (3cr)	PS 301 & L (4cr)
SC 385 (4cr)	PS 455 (3cr)
PS 386 (3cr)	RL 2xx/3xx (3cr)
Creative and Performing Arts (1cr)	Experiential College or PE (1cr)