

TO: Beth Dobkin, Provost

**FROM: Steve Cortright, Chair
Academic Senate**

DATE: November 12, 2010

**RE: Senate Action S-10/11-8
Proposal to Amend Model 1 of the
Undergraduate Core Curriculum Revision
Approved 4-23-09 (Senate Action S-08/09-17)**

At the November 11, 2010 meeting of the Academic Senate, the attached proposal to amend Model 1 (of the original Undergraduate Core Curriculum Revision approved on April 23, 2009 as Senate Action S-08/09-17) was approved by a vote of 8-0-0. The issue was forwarded to the Senate from the Core Curriculum Implementation Committee (CCIC). This action was assigned Senate Action # S-10/11-8.

Attachment

cc: Brother Ronald Gallagher, President
Vice Provost Frances Sweeney

**Amendments to
The Core Curriculum: Model 1
November 11, 2010**

Model 1 attempts to meet the new learning goals in a way that preserves as much of the current core structure as possible. However, there are significant changes in most elements of the existing core. For instance, it maintains January Term, but it allows January Term courses to satisfy some of the learning goals. Model 1 maintains four semesters of Collegiate Seminar, but proposes only one Seminar be taken each year. It maintains **the “area” and theology** distribution requirements with some modifications, **but defines those areas according to the learning goals rather than by department.** It maintains two composition courses, but requires an additional upper division writing requirement. Model 1 still requires ~~two TRS courses~~, the language proficiency requirement, and a diversity requirement. The most significant change in this model is related to the new “Engaging the World” learning goals. As a learning-goal based model, Model 1 allows for flexibility in how students satisfy the “Engaging the World” goals.

Collegiate Seminar

Model 1 continues to require four Collegiate Seminar courses, but requires that students who enter as first year students take one seminar each academic year. As described in the cover letter introducing the two models proposed by the CCTF, the final structure of the Collegiate Seminar will be determined after sufficient study and deliberation is undertaken during the first two years of the implementation process for the new core curriculum.

Composition

Model 1 maintains English 4 and 5. In most cases, English 4 will be taken in fall of the student’s first year and English 5 in the spring of the student’s second year. Writing across the curriculum is adopted—students are required to take an upper division course with a writing component. In most cases it is expected that the upper division writing requirement will be fulfilled in a course required for the student’s major.

Theology and Religious Studies

Model 1 ~~maintains~~ **requires** two TRS classes **which satisfy the Theological Understanding learning goal.** ~~—one lower division and one upper division. The new learning goals will influence the content of these courses.~~

January Term

January term continues to be an opportunity for faculty to teach innovative classes and for students to take courses outside of their major. However, to help meet the learning goals Jan term classes may *potentially* satisfy the learning goals of “The Common Good,” “American Diversity,” “Global Perspective,” and “Community Engagement” (see more below).

Language Requirement

Model 1 maintains the level 3 language proficiency requirement.

The Area Requirements

Model 1 reorganizes the area requirements in order to best satisfy the new learning outcomes, to create breadth of study, and to protect disciplinary expertise. These area requirements are *not* to be satisfied in January Term, but they may double-dip with a student's major or minor.

Area 1: ~~Arts and Humanities~~ **Artistic Understanding** – Two courses **which satisfy the Artistic Understanding learning goal.** ~~chosen from the two different disciplines: art, art history, performing arts, dance, music, theater, classical languages, modern languages, English, philosophy, TRS (beyond the two already required), or certain women's studies and communication classes. One of these classes must meet the "artistic understanding" learning goal.~~ A student may not double-dip between their "language requirement" and their "~~humanities~~" **Artistic Understanding** requirement.

Area 2: ~~Math~~ **Mathematical Understanding** – One class **which satisfies the Mathematical Understanding learning goal.**

Area 3: ~~Science with lab~~ **Scientific Understanding** – One class **which satisfies the Scientific Understanding learning goal.**

Area 4: ~~Social Sciences~~ **Social, Historical, and Cultural Understanding** – Two courses **which satisfy the Social, Historical, and Cultural Understanding learning goal.** ~~from two different social sciences: anthropology, economics, history, politics, psychology, sociology, or certain women's studies and communication classes.~~