

Proposal for New Undergraduate University Core Curriculum
November 28, 2016

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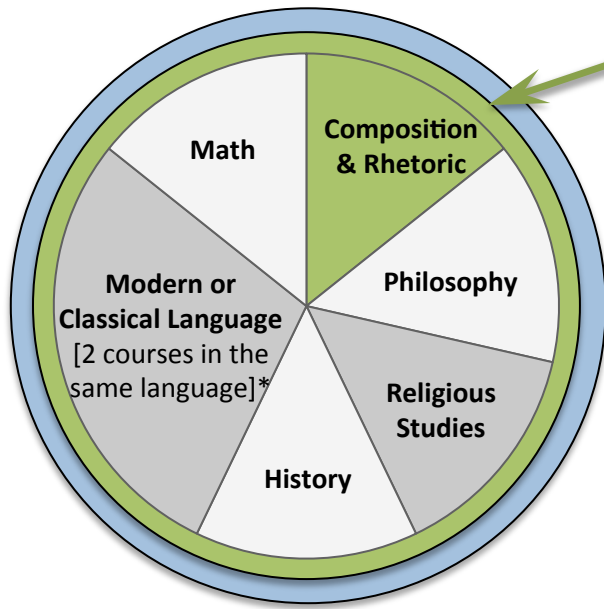
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1a. Proposed University Core

Tier One: Foundations (7 courses)



Students should complete Tier One by the end of the sophomore year.

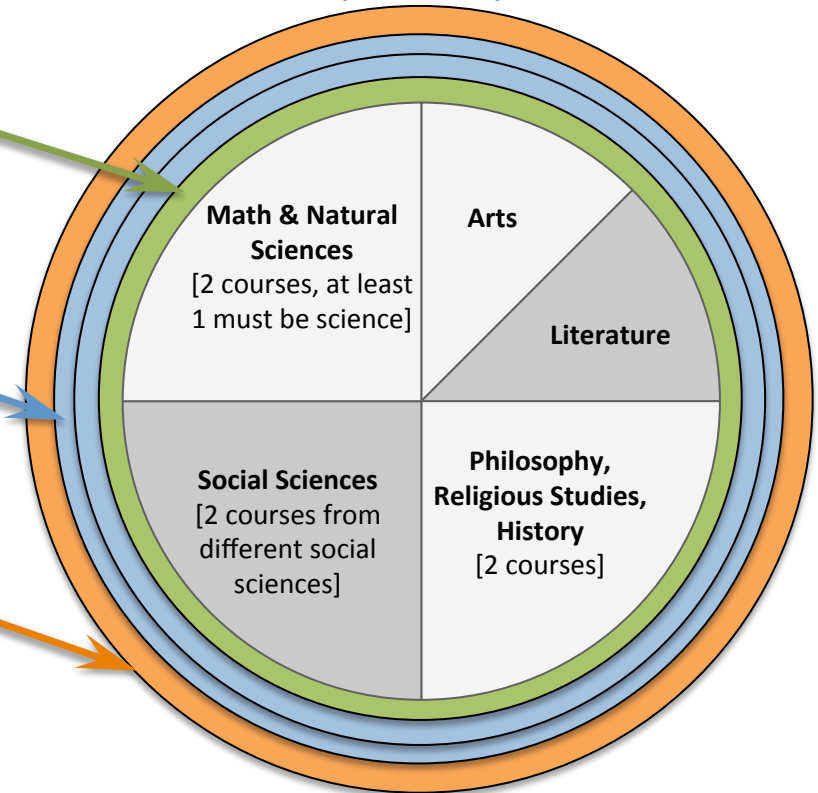
Signature Elements:

**WAC,
Writing Across the
Curriculum¹**
Composition & Rhetoric
+ 3 courses in either Tier
in any discipline

**SJ,
Social Justice²**
1 course in Tier One
+ 2 courses in Tier Two
in any discipline

**ID,
Interdisciplinary
Experience³**
1 experience in Tier Two
in any discipline

Tier Two: Exploration & Integration (8 courses)



Students may start Tier Two classes before they finish Tier One.

¹ Writing Across the Curriculum Details:

- All students must take the new Composition and Rhetoric course in their first year.
- All students must take three additional WAC courses.

* Engineering students take:

- 2 semesters of Computer Programming and
- Study a non-English-speaking culture in at least 2 of their Core classes.

² Social Justice Details:

- All students must take three SJ courses:
 - One SJ1 course in Tier One, AND
 - Two SJ2 courses in Tier Two, at least one of which must have SJ2A designation.
- Students must complete the SJ1 course before they can enroll in SJ2 courses.

³ Interdisciplinary Experience Details:

The Interdisciplinary Experience can happen in one of three ways:

- 1 team-taught course OR
- 1 set of cluster courses in two different disciplines, one of which is in a Core Curricular Area OR
- 1 interdisciplinary course in a Core Curricular Area taught by one faculty member.

1b. The Proposed Core Curriculum, Explained

Our Goal:

Making a **compact, balanced, impactful** experience for our students.

Tiers:

The proposed new Core consists of two tiers. This is intended to help scaffold student learning, and help dispel the problem of students treating the Core as a laundry-list of courses.

Tier One features 7 foundational courses grounded in discrete departments:

- 1 Composition & Rhetoric course (this is a new course--EN 10, which will replace the current EN 11 and EN 12)
- 1 Philosophy course (presumably PH 101)
- 1 Religious Studies course (presumably RS 101)
- 1 History course (presumably HI 10)
- 2 Modern or Classical Language courses.
 - All students will take 2 language courses, at whatever level they place into. Students who would previously have tested out of language will also have to take language. Those students will either start a new language, or take 2 high-level literature/culture courses.
 - Engineering students take 2 semesters of Computer Programming and study a non-English-speaking culture in at least 2 of their Core classes. See Section 6 for explanation and rationale.
- 1 Math course, at whatever level our Math colleagues deem appropriate for each student.

Tier One should be completed by the end of the sophomore year, to ensure that all students truly engage with these foundational disciplines.

Tier Two features 8 courses, defined by learning outcomes. For example, a course in Art History or Music History might count as a History course. Students may start Tier Two before they finish Tier One.

- 1 Arts course (Art History, Film/Television, Music, Studio Art, Theatre)
- 1 Literature course
- 2 courses from these 3 disciplines:
 - Philosophy
 - Religious Studies
 - History
- 2 Social Science courses, from two different social sciences
- 2 Math and Natural Science courses, at least one of which is a Natural Science.

This comes to a total of 15 courses, and 45 credit hours. This is more **compact** than our current 20 course, 60 credit Core. The proposed Core is **balanced** between all the disciplines, while preserving the hallmark of Jesuit institutions: Philosophy and Religious Studies.

Signature Elements:

These features are intended to make our Core more **impactful** for our students, while acting as methods for integrating their thinking in the various disciplines.

Writing Across the Curriculum consists of a series of 4 courses. Students will complete the new Composition & Rhetoric course in their first year. They will also take at least 3 more WAC courses, anywhere in the Core. These courses will bolster student writing ability, as WAC courses will overtly *teach* writing skills, not just *assign* writing.

Social Justice consists of a series of 3 courses. In Tier One, students will take an introductory SJ course, which orients students toward acknowledging their own privilege and biases. In Tier Two, students will take 2 intermediate-level SJ courses, at least 1 of which overtly deals with race, gender and class issues. Current U.S. and World Diversity classes map to the Social Justice learning outcomes.

Interdisciplinary Experience. Borrowing from one of the most impactful elements of the Honors Program, each student will be required to have 1 interdisciplinary experience in Tier Two.

Many faculty development opportunities will be offered through the Center for Academic Excellence, helping interested colleagues adjust their Core classes toward these new Signature Elements.

2. Proposed Core Signature Elements

2a. Writing Across The Curriculum Component [WAC]

Definition:

The Writing Across the Curriculum Program at Fairfield University is **designed to:**

- Develop and support the writing of students;
- Increase student engagement with thinking and learning;
- Increase student writing proficiency; and
- Create a community of faculty around teaching and student writing

Essential principles of the Writing Across the Curriculum Program assert that:

- Writing is an integral part of the learning process throughout a student's education, not merely in writing courses but across the curriculum;
- Writing is highly situated and tied to a discipline's discourse, methods, and ways of knowing;
- Though students come to the classroom with a wide range of literacy, linguistic, technological, and educational experiences, all students can learn to become more proficient writers.

Essential features of Writing Across the Curriculum courses include:

- Writing as a mode of thinking and learning;
- "Learning to write" assignments to teach students how to write in a variety of situations for a variety of purposes;
- Opportunities to receive and use multiple forms of response to writing; and cultivation of metacognitive awareness about writing and writing processes.

Requirements:

- All students must take the new composition and rhetoric course in their first year.
- All students must take three additional Writing Across the Curriculum (WAC) courses in the Core.

WAC Learning Outcomes: (WAC courses must address at least one of the following outcomes)

At the completion of a series of Writing Across the Curriculum courses, students should:

1. Use writing as an instrument of inquiry across a variety of writing situations, both formal and informal;
2. Respond to and use responses to drafts in revision, and in this and other ways demonstrate metacognitive awareness about their writing
3. Engage in writing that explores and responds to texts or other content in a discipline in ways that deepen student understanding, and communicate that understanding in rhetorically appropriate ways that provide information to others
4. Make choices reflecting their awareness of purpose, audience, and the rhetorical context of the discipline in which they write
5. Employ the forms of attribution appropriate to academic discourse. (e.g., MLA, APA, Chicago, etc.)

Implementation:

- WAC courses offered in the Core will be taught by full-time faculty and be capped at 20 students.
- To ensure that courses meet WAC Learning Outcomes, faculty interested in teaching WAC courses are expected to participate in a WAC faculty development seminar prior to proposing a WAC course and to participate in a faculty learning community/cohort during the semester they first offer a WAC course.
- Because writing instruction requires additional contact hours with students in conference, WAC courses, though students enroll in three credits, will count in load for faculty as four credit courses, ensuring that those teaching WAC courses receive a course reassignment every third WAC course taught.

2b. Social Justice Component [SJ]

Definition:

The Social Justice component of the Core Curriculum is rooted in our commitment as a Jesuit institution to educating the whole person, creating socially-conscious community members, encouraging students to view their world through a critical and informed lens, and working in service of others. Through integrated curricular and co-curricular learning experiences, students will develop a critical consciousness of self, society--and justice itself-- as it pertains to the multiple ways that power, inequity, and difference influence our values, worldviews, and lived experiences. Current U.S. and World Diversity classes map to the learning outcomes below.

Requirements:

- All students must take three SJ courses:
 - One SJ1 course in Tier One, and
 - Two SJ2 courses in Tier Two, at least one of which must have SJ2A designation.
- Students must complete the SJ1 course before they can enroll in SJ2 courses.

SJ Learning Outcomes:

A. SJ1 courses meet three learning outcomes:

1. Identify values, beliefs, and practices of multiple cultures, worldviews, or perspectives.
2. Identify one's own social identities and elements of one's own culture.
3. Ask critical questions about assumptions, biases, or worldviews.
 - The course will also require attendance at least one related on-campus event, administered via FYE swipe card process.

B. SJ2 courses meet four learning outcomes:

- 1a. Demonstrate understanding of the historical and contemporary context of race, class, and gender. [These are SJ2A classes]

OR

- 1b. Demonstrate understanding of the historical and/or contemporary context of power, inequity, and oppression. [These are SJ2B classes]
2. Articulate how social identities and cultural values intersect to influence different worldviews and experiences in a global society.
3. Reflect on social identities, cultural values and privilege.
4. Explore answers to critical social questions from multiple perspectives and a variety of resources.
 - These courses will also require attendance at least one related on-campus event, administered via FYE swipe card process.

Implementation:

In terms of rolling out the new core:

- A. In years 1-3 of rollout, students can take SJ classes in any order, if necessary. This gives us enough time to build courses and assess additional resources needed to ensure that students will be able to take SJ1 before SJ2 courses, which is the goal for SJ integration in the core.
- B. Beginning in year 4 of rollout, students must have SJ1 course before taking any SJ2 courses.

Optional additional learning outcomes:

[This information will appear in the call for courses, the info sheet for faculty, and core proposal appendix.]

The following learning outcomes involve moving a student toward acting to promote social justice, which is the ultimate goal of social justice education. These might be attractive for service-learning and/or JUHAN courses.

5. Apply knowledge, awareness, and skills to problems of inequity and oppression.
6. Propose solutions to problems of inequity and oppression.
7. Commit to interrupting systems of power, privilege, and oppression.

2c. Interdisciplinary Experience Component [ID]

Definition:

Interdisciplinary learners intentionally synthesize ideas, information, methods, and analytical and creative frameworks from multiple disciplines and experiences to form an integrated and more comprehensive understanding of any issue, event or artifact, and transfer learning to new situations.

Requirements:

- All students must take one ID experience in Tier Two of the Core.
- The interdisciplinary will be fulfilled during a particular semester in one of three ways:
 1. **Team-taught** ID single course co-taught by two faculty members. 3 credits. Counts for Core in one Tier Two area (but not in two, even if the faculty members are both in Core-offering departments). Both faculty members are present in every class. 40 students cap.
 2. **Cluster** of two ID courses taught by two faculty members. 6 credits. Counts for Core in *both* curricular areas of the Core if the faculty members teaching the course are both in Core-offering departments. Same 20 students enrolled in 2 different courses.
 3. **Single** ID course (in Core area) taught by individual faculty member. 3 credits. Counts for Core in one curricular area.

ID Learning Outcomes:

By the end of an interdisciplinary experience, students will demonstrate the ability to:

1. Synthesize or draw conclusions by connecting examples, data, facts, or theories from more than one perspective or field of study;
2. Meaningfully synthesize connections among experiences outside of the formal classroom (e.g., life experiences, service learning, study abroad, internship) to deepen understanding of fields of study and to critically examine their own points of view.
3. Adapt and apply skills, theories or methodologies across disciplines to explore complex questions and address problems.

Implementation:

Team-taught courses:

- ID course counts for one 3-credit course in faculty load for both participating faculty members.
- There is a possibility down the line of developing a 4-credit team-taught that counts in two Core areas. The advantage of this model for students would be two Core areas accounted for with one extra hour of class meeting per week. This would mimic the current model for first-year courses in the Honors Program.

Cluster Courses:

- Each course counts for one 3-credit course in faculty load for both participating faculty members.

3. Core Mission Statement

Revised from the Core Curriculum Task Force Final Report

Fairfield University, its faculty, undergraduate students and staff, share a common intellectual experience through the Core Curriculum. The mission of this Core, which is deeply rooted in the Jesuit Catholic humanistic tradition, aims to shape habits of the mind and heart, to develop foundations for molding a moral person, to provide an educational context for discerning the common good and to engage students and faculty in exploring ways of proceeding intellectually and socially, which can transform them to becoming women and men for others. As Fairfield's document, *Mission of the Core* (1999), stated: "while these values are given particular shape and texture in the Christian story that indelibly marks the history and identity of Fairfield University, they are universal ideals, which as the University Mission Statement suggests, are 'the obligation of all educated, mature human beings.'"

Adolfo Nicolas, Superior General of the Society of Jesus, offering this challenge to all Jesuit universities stated in April 2010: "Jesuit education should change us and our students. . . . And the meaning of change for our institutions is 'who our students become,' what they value, and what they do later in life and work. To put it another way, in Jesuit education, the depth of learning and imagination encompasses and integrates intellectual rigor with reflection on the experience of reality together with the creative imagination to work toward constructing a more humane, just, sustainable, and faith-filled world.

The Core Curriculum is a holistic experience in which faculty and staff share in a common purpose of helping students to think beyond their immediate educational needs, to sensitize them to a broader conception of the whole person's education in which the entire community is involved, the institutions' *paideia*, modeling the virtues and practices which is hoped students will acquire. At its best, the Core can transform both students and faculty as they intentionally begin to set the intellectual framework for an education that will make a lifelong difference for the good as understood within the context of a Jesuit Catholic education for the 21st century.

4. Overview of Core Revision Process

2014: Fairfield 2020 Initiative, Core Curriculum Task Force

purpose: Comprehensive analysis of the undergraduate Core curriculum.

- Determine if revisions were desirable.
- If warranted, to develop recommendations for a revised Core curriculum based on that analysis.

process: Analysis and review of:

- Peer institutions' Core curricula.
- Graduating student transcripts.
- Current trends in higher education.

conclusions:

- Re-establish a uniform Core curriculum for all Fairfield undergraduates.
- Maintain the Core as a distribution of various disciplines.
- Reduce the overall number of required Core credits from 60 to 45 credits.
- Scaffold the curriculum into Tier One and Tier Two.
- add a Writing Across the Curriculum component to Tier One.
- Add an Interdisciplinary component to Tier Two.

Fall 2015-Spring 2016: Core Director & Core Advisory Council

purpose: Revise and consider all aspects of the proposed Core.

process: Meet with all departments in Arts & Sciences, ask for feedback and suggestions for improvements.

conclusions: Adjustments to the proposed Core.

March 2016: Meeting with Undergraduate Curriculum Committee

purpose: Consider the recommendations of the Task Force proposal and Core Advisory Council proposal.

process: UCC subcommittee made changes to the proposal, adding requirements.

conclusions: UCC voted to approve the UCC-amended proposal.

March 2016: Meeting with Academic Council

purpose: Consider the recommendations of the UCC amended proposal.

process: Core Director noted that the UCC-amended proposal ran counter to the goals and rationales of the Task Force and the Core Advisory Council.

conclusions: The AC voted to remand the proposal to the UCC and to instruct the UCC to reconsider the plan in light of the concerns of the Core Director and Advisory Council.

April 2016: Meeting with Undergraduate Curriculum Committee

purpose: Reconsider the Core proposal, as instructed by the AC.

process: Three possible Core proposals devised by the Advisory Council were presented to the UCC for consideration.

conclusions: The first proposal passed, so the second and third proposals were not considered. UCC also decided that U.S. and World Diversity should be included in the new Core.

April 2016: Meeting with Educational Planning Committee

purpose: Consider the resource needs of Core proposal passed by UCC.

process: Informational discussion, as the resource needs were not yet known.

conclusions: Core Director will return to the EPC after the summer 2016 work develops the implementation plan and resource needs of the proposed Core.

May 2016: Two meetings with Academic Council

purpose: Reconsider the Core proposal passed by UCC.

process: Discussion.

conclusions: Return to EPC with a more specific proposal regarding resource needs. Once that is passed by EPC, return to AC in 2016-17.

Summer 2016: Summer Working Groups

purpose: Develop implementation plans for Writing Across the Curriculum, Multicultural Competency, and Interdisciplinary Experience.

process: Robust peer review, analysis and discussion.

conclusions:

- Multicultural Competency was re-named Social Justice.
- Developed definitions, learning outcomes and resource recommendations for WAC, SJ and ID.
- Adjusted placement of WAC and SJ in the two Tiers, allowing for greater impact on students, and more flexibility for faculty members.

Fall 2016: Fall Working Groups

purpose: Finalize implementation details for all aspects of the proposed Core:

- Modeling Student Schedules.
- Distribution of Requirements.
- Resource Recommendations.
- Professional Development Needs.
- Governance and Committee Strategy.

process: Discussion and analysis.

conclusions: Finalized implementation plan and drafted full proposal for committee approval. This current proposal will be taken to UCC, EPC, AC and the General Faculty.

5. Rationale for the Proposed Changes

The goal of revising the Core Curriculum is to shape a compact, balanced, and impactful Core for our students. Various elements of the proposed Core work together toward that goal.

A. Placement of the Core

The Core Curriculum is housed in the College of Arts and Sciences; departments that grant degrees in the College may offer courses in the Core. Delivering the liberal arts Core is one of the principle functions of the College of Arts and Sciences, in addition to delivering majors and minors in a host of disciplines within the Arts and Sciences.

Alternatively, the professional schools at Fairfield University focus on preparing students for specific careers in Nursing, Business and Engineering. With the smaller, stronger proposed Core Curriculum, the faculty in the professional schools can confidently build on the strong liberal arts foundation of the Core.

B. 45 Credit Core

One of the major decisions of the Fairfield 2020 Taskforce was reducing the proposed Core to 45 credits, down from the 60 credits in the current Core. This decision was informed by a robust analysis of graduating student transcripts, examining how students were navigating the combination of Core and major curricula. Many students, particularly in the professional schools, were graduating with 125-135 credit hours, well more than the required 120 hours. The institution is concerned about this "credit creep," which makes an education at Fairfield increasingly expensive, making it less feasible for low-income students. Reducing the Core requirement from 60 to 45 credits helps address this problem.

In reducing the total credits in the Core, two principles guided the decision-making. First, the overall reduction was spread as evenly as possible across all disciplines, because all of the Core disciplines are essential to our students' education. Second, the disciplines of Philosophy and Religious Studies were given more space in the proposed Core than any other disciplines, as is true in the current Core Curriculum. These disciplines are hallmark elements of a Jesuit education.

C. Tiers

The proposed Core Curriculum is divided into two Tiers. This allows for scaffolding student learning experiences in the Core. Students should complete Tier One before the end of sophomore year, ensuring that these foundational experiences will not be delayed or avoided. However, students may take classes that fulfill Tier Two requirements before completing Tier One.

Tier One of the Core Curriculum grounds students in the intellectual approaches essential to philosophical, religious, rhetorical, historical, quantitative and cross-cultural inquiry. These seven courses provide the foundation for the remaining elements of the Core curriculum.

Tier Two allows students to do intermediate-level work in a variety of disciplines in the liberal arts. In this Tier, the courses are defined by learning outcomes, not specifically by department name. For example, a course in Art History or Music History might count as a History course. This allows students more choices in Tier Two, allowing them to intentionally structure their Core experiences toward their interests, while exploring various disciplines.

There are to be no place-outs for any element of Tier One. This would mean that transfer and Advanced Placement credits could exempt students from required elements of Tier Two of the Core, but not from

elements of Tier One. In this way, we are ensuring that our students have a unified foundation in the Tier One disciplines

D. Signature Elements of the Proposed Core:

Three new Signature Elements are included in the proposed Core Curriculum: Writing Across the Curriculum, Social Justice, and an Interdisciplinary Experience. These are intended to be delivered through the various 45 credits in the proposed Core. These Signature Elements serve as unifying elements in the proposed Core. They will help students integrate knowledge across disciplines, while building strong habits of mind. They also will help students see that the proposed Core is not merely a checklist of classes, but is an intentional, impactful foundation for their learning.

Each of these Signature Elements provides opportunity for assessment of student learning across the disciplines, helping gauge the efficacy of the overall Core Curriculum.

1. Writing Across the Curriculum [WAC]:

Written expression is essential to educational success. It is also crucial in the modern workplace and the contemporary world. Hence, a robust curriculum in writing is an essential piece of this proposed Core.

The new course in Composition and Rhetoric, which will replace the current EN 11 and EN 12, will orient first-year students toward this work. On top of that course, students will take at least three WAC courses during their Core experience. All disciplines in the Core may contribute to the WAC program.

WAC is based on the principle that writing is an integral part of the learning process throughout a student's education, not merely in required writing courses but across the entire curriculum. While many faculty members require written documents, not all faculty members actually work with students to improve their written expression, or teach students to use writing to improve their thinking and learning. WAC is more than assigning writing--it is teaching writing.

By building WAC into the proposed Core, we are setting our students up for greater success in their majors, minors, and careers. Faculty members teaching advanced classes in all disciplines will know that their students have a good foundation in writing skills, so they will be able to expect stronger writing from their students.

2. Social Justice [SJ]:

The current Core does not have any requirement that students study issues of race, class, gender, power, inequity and oppression. The current U.S. Diversity and World Diversity courses are intended to address these issues, but they are not requirements in the current Core. Instead, they are requirements for graduation. The Undergraduate Curriculum Committee decided that these issues are central to the mission of a Jesuit education, and decided that students should grapple with these matters in the Core.

This SJ requirement is designed to help students develop a critical consciousness of self and society as it pertains to the multiple ways that power, inequity and difference influence our values, worldviews, and lived experiences. An effective education in these matters requires a series of scaffolded learning experiences, not a "one and done" model. Hence, the proposed Core requires one SJ course in Tier One, and two SJ courses in Tier Two.

The first level of SJ education focuses on identifying one's own assumptions, biases and perspectives, which will be addressed in Tier One SJ courses. The second level of SJ education entails learning about the historical and contemporary context of race, class and gender, and all students must take at least one

class that deals with these issues in Tier Two. Some Tier Two classes may look at the question more broadly, and focus on power, inequity and oppression. Students must take two SJ classes in Tier Two.

All of the current U.S. Diversity and World Diversity courses will map to the new SJ learning outcomes. Additionally, many courses that do not cover material specific to the U.S. or World Diversity requirements may be altered to meet the new SJ learning outcomes.

The new SJ requirement removes the required experience with a non-Western or South American culture that is currently addressed through the World Diversity requirement. However, a goodly number of current World Diversity courses will presumably convert to the SJ paradigm, so students will have the opportunity to explore those cultures in a meaningful way. Additionally, given the gender and race-induced problems in our country, the fact that all our students will more consciously wrestle with race, power and privilege will serve them well as U.S. and world citizens.

With SJ education, often the students' most eye-opening experiences occur out of the classroom. Because of this, all SJ courses also require student attendance at related on-campus events, administered via the same swipe card process as current FYE events. These on-campus events will provide students with the opportunity to make personal connections to the material, helping cement the work in the SJ course.

3. Interdisciplinary Experience [ID]:

Interdisciplinary teaching and learning is of the most consistently successful elements of the current Honors Program. The proposed Core requires at least one of these experiences for all students, so they all might benefit from this important work.

The goal of the ID component is to help students learn the thought processes and habits of mind required to link their understanding of the various Core disciplines, and begin to integrate that understanding into holistic knowledge. Interdisciplinary learners intentionally synthesize ideas, information, methods, and analytical and creative frameworks from multiple disciplines and experiences. By doing so, students form an integrated and more comprehensive understanding of any issue, event or artifact, and gain the ability to transfer this learning to new situations. This advanced form of thinking will make the Core impactful for our students.

Students are required to have at least one designated ID experience in their Tier Two coursework. It might be delivered in three forms: a cluster of two courses in two different disciplines, a team-taught course with instructors from two different disciplines, or an interdisciplinary course with a single instructor. This component will require the creativity of faculty members in the College of Arts and Sciences, as they search out connections and intersections between disciplines and topics.

The two Tiers, bolstered by the Signature Elements, provide robust opportunity for inspiring and impactful Core experiences. Because the Signature Elements are taken in areas of the liberal arts adapted to a given (and chosen) element, students' educational experiences will deepen in significant ways throughout their undergraduate years. The proposed Core will prepare our students for rich and rewarding lives as fully-engaged, creative, thoughtful citizens of the 21st century.

6. Professional Schools and the Proposed Core

45 Credit Core:

In the current graduation requirements, all of the undergraduate professional schools have reduced Core requirements. The Fairfield 2020 Taskforce specifically identified this as a concern, and recommended a unified Core experience for all undergraduates.

With the 45 credit proposed Core, students majoring in the Dolan School of Business and the Egan School of Nursing will be able to comfortably complete their majors and the Core. The proposed Core will allow these students more flexibility, along with the possibility of minoring in other disciplines.

The one exception is students in the School of Engineering. In comparing the impact of the current reduced Core to the proposed Core, there is no reduction of required credits for these students. See appendix F, section v. for a more detailed articulation of how Engineering majors may navigate the proposed Core.

Social Justice, U.S. Diversity and World Diversity:

Another impact on the professional schools from the proposed Core revision concerns the implementation of the Social Justice Signature Element in lieu of the U.S. and World Diversity graduation requirement. In the current model, some U.S. and World Diversity courses are offered in the professional schools. These courses will not be eligible for the new SJ designation, as only courses in the Core may count for this designation. This is the direct result of the Undergraduate Curriculum Committee's decision that diversity issues be required in the Core. While this might be initially disappointing, it is also an opportunity for the professional schools to deepen their commitment to issues of race, class, gender and inequity, by continuing to teach those courses. Given the fact that students are wrestling with these issues in the Core, they will be arriving in their Business, Engineering, and Nursing classes with a strong introduction to the material, so the work can be deepened in the major curriculum within the professional school.

It is the aim of the Core revision to strengthen all students' preparation for advanced study throughout their University studies, and so while these growing pains may feel significant, the gains made by all students in their learning should greatly benefit their chances for success in the professional schools.

Language Accommodation for Engineering Students:

The faculty of the School of Engineering has been assessing the efficacy of their major curriculum. They acknowledge that the success of their curriculum depends on two factors: a strong liberal arts foundation and a robust engineering curriculum. They have discovered that their graduating students are well versed in writing and analysis, and they have a good theoretical understanding of engineering. However, graduates are not on the same level as their peers from competing institutions, who are also facile with actual engineering. This gap between theory and reality is forcing the faculty of the School of Engineering to add 12 more credits to the engineering major. This means students will not be able to finish their degrees in four years.

The Engineering faculty has searched for solutions to this problem, and has decided that 6 credits can be taken from the students' 12 free elective credit hours. That leaves a problem of 6 credits.

The Engineering faculty has looked at the engineering curriculum at peer institutions, and has determined that Modern Language is the only area in the proposed Core that is not required at those institutions.

Only one peer institution has a Modern Language requirement, and that is two years of language at the high school level. Hence, the Engineering faculty is requesting an accommodation for the 6 credit hours devoted to studying language. There have been numerous conversations between representatives from Engineering, the Core leadership and the Department of Modern Languages and Literatures.

After examining a variety of options, the most viable solution was inspired by the accommodation that is given to students who are unable to study language due to documented learning disabilities. These dyslexic students are required to study the next best thing: a non-English-speaking culture in at least two of their Core classes.

In the proposed Core, the accommodation for the engineering students is this:

Engineering students take two semesters of Computer Programming and also study a non-English-speaking culture in at least two of their Core classes.

In this way, they will be wrestling with a form of language, and they will also be studying another culture. These students will complete a 39-credit Core, which leaves room in their degree plans for the various required engineering courses. The Core leadership and the Engineering faculty support this solution, as do some of the faculty members in the Department of Modern Languages and Literatures.

However, this accommodation is controversial with some of the MLL faculty for several reasons. They believe that the undergraduate Core should be truly universal for all students, and they object to this accommodation on principle. They also do not believe it is in their purview to make this adjustment to the proposed Core, and that this is a matter for the General Faculty. Lastly, the MLL faculty does not want to be perceived as granting special favors to any students, especially regarding something so important as the Core.

This is a complex situation. While this accommodation is straying away from the goal of a unified Core experience for all students, it is truly the next best thing for this group of engineering students with this unique challenge.

As this proposed Core must be approved by the Undergraduate Curriculum Committee, the Educational Planning Committee, the Academic Council, as well the General Faculty, this one-time-only accommodation for engineering students will be considered by all of these bodies. In this way, the concerns of the MLL faculty are addressed, as this matter will be weighed and decided by the General Faculty, in accordance with long-held pathways of faculty governance.

7. A Core for Every Student: How the Proposed Core Works for Various Majors

Students in most majors will experience more flexibility in their degree plans with the proposed Core. This will result in the possibility of additional majors and minors across schools. Also, because students will experience a universal Core that emphasizes writing, social justice, and interdisciplinary learning, students will be better prepared for their majors.

See Appendix F for detailed modeling of sample student schedules for a variety of majors, including: undecided, various majors in the College of Arts and Sciences, and the professional schools. As the example models show, students in even some of the most traditionally credit-heavy programs will see an increase in available electives. Students in the Dolan School of Business can find themselves with up to eight free electives, while biology majors can take advantage of nine courses outside their requirements. The example models also demonstrate how it will be possible for a student to have two majors in the College and still have seven electives available--enough to be able to complete a minor. Even nursing and physics majors will find themselves with a handful of electives, while only the School of Engineering students will see no gain in number of Core credits required and instead maintain parity with a load requirement that sees no change from the current Core.

8. Sustaining Governance for the Core: UCC Responsibilities in the Proposed Core

Ongoing oversight of the Core curriculum rightly belongs in the hands of the Undergraduate Curriculum Committee. The proposed Core requires specific ongoing oversight from the UCC body in the following ways:

- Approval of courses for WAC designation.
- Approval of courses for SJ designation.
- Approval of courses for ID designation.
- Approval of on-campus events for SJ designation.
- Approval of courses for cross-listing in Tier Two disciplines.
- Development of acceptable learning outcomes in curricular areas of Tier Two
- Approval of courses for curricular areas of Tier Two follow learning outcomes developed by subcommittees from those curricular areas

Courses in Tier One will follow a process similar to that established for current Core courses—in which faculty members in discrete departments establish learning outcomes that qualify the course as meeting a given requirement. Courses in Tier Two, as well as courses meeting Signature Element requirements (in either Tier) will follow an approval process similar to that for current U.S. and World Diversity designation: subcommittees of the UCC will work with faculty members in the various curricular areas to establish student learning outcomes that will then guide those subcommittees going forward in the approval of specific courses for a given requirement. Student learning outcomes in the Signature Elements have been drafted through the Summer Working Groups, and those for curricular areas can be collaboratively drafted by faculty members either currently serving on the UCC or appointed by the UCC in subcommittee.

These processes track to current governance practices that have guided curriculum development throughout the current period of Core and graduation requirements, while offering faculty members the opportunity to design courses that would meet established and transparently available student learning outcomes.

9. Sustaining Core Quality: Assessment Framework

One benefit of Core revision is the opportunity to assess the Core in a more systematic way than the current Core has allowed; the integration of graduation requirements into Signature Elements also means that rather than completing two assessments (the Core and Graduation Requirements), the University can engage in a comprehensive Core assessment. The Signature Elements that will frame the Core and the establishment of student learning outcomes that will guide the work of faculty members across disciplines offer the University an opportunity to assess the Core.

While this assessment work is ultimately in the hands of the UCC, which should regularly examine the Core Curriculum and recommend adjustments in the Core to the General Faculty for approval if necessary, Core assessment is bolstered by resources put in place by the administration for Core revision. The roll-out timeline includes three- and five-year assessments, to be developed by work with consultants, funded by a two-year grant from the Davis Educational Foundation. In addition to the work of comprehensive Core Assessment, assessment of elements of the Core (such as Tier One or Tier Two, various curricular areas, or Signature Elements) will be routinely resourced and facilitated through the Center for Academic Excellence, where interested faculty members, departments, and programs can articulate through self-study the effectiveness of their contributions to the Core and guide their ongoing curricular revisions.

By building in ongoing assessment of the Core at the UCC level, as well as at other levels (such as the program and department,) we can ensure that the curriculum truly serves the changing needs of our students, while avoiding another decades-long gap between revisions. The resulting conversation surrounding assessment will provide needed avenues of self-study and encourage curricular innovation. Ongoing assessment can also guide the future allocation of resources and faculty development. Continued assessment work, as approved by the UCC, will be supported by the Provost's Office through support from the CAE, support from Institutional Research, consultants and stipends for faculty who may engage in summer assessment work.

10. Sustaining Core Instruction: Resources for the Proposed Core

The broad work of faculty development in teaching in all three signature areas of the proposed Core is supported by the University's through the Center for Academic Excellence, as well as through mentoring and peer teaching circles throughout the University. Many courses in the proposed Core will mirror those already offered, but substantial faculty support will be needed in the three Signature Elements of the Core. Expenses and revenue sources for each are summarized below.

Expenses:

Writing Across the Curriculum (WAC) The WAC program requires that all students take one composition and rhetoric course (EN 10) and three additional writing-enhanced Core courses. This requirement replaces the current Core writing sequence (EN 11 and 12) for all students, which is primarily taught by adjunct faculty.

It is expected that all WAC courses, including EN 10, will be taught by full-time faculty members. Costs associated with the WAC element include the hiring of five non-tenure track faculty to teach EN 10, and professional development for 60 of our current faculty to teach the writing-enhanced courses. Once trained, it is expected that professors will teach 2-3 WAC courses per year.

Additionally, the new Core proposes that professors teaching WAC courses will be awarded 4-credits per course, to be paid as one course release for every three WAC courses taught.

Social Justice (SJ) The proposed Core requires that all students complete three courses with an SJ designation. This requirement replaces the current requirement for students to complete one US Diversity and one World Diversity course.

Costs associated with implementing the SJ element include professional development to prepare 60 of our current faculty to teach Social Justice courses. It is anticipated that the pool of instructors for SJ courses will come from those currently teaching the 58 US and World Diversity courses, and the approximately 50 service learning courses we current offer each year. It is anticipated that some additional intellectual capital may be needed to fulfill the demand for SJ courses over time, so beginning in 2018, requests for tenure-track hires that support SJ teaching will be prioritized.

Interdisciplinary Experience (ID) The proposed Core requires that all students complete at least one interdisciplinary experience, by taking a single team-taught course, by taking a cluster of two courses together, or by taking one course with an instructor who has recognized expertise in two academic disciplines. The primary challenge to implementing the ID element will be scheduling--with team taught courses limited to the number of classrooms that hold 40 students or more and cluster courses limited to time code constraints. Costs to implement the ID component will professional development for 20 pairs (i.e. 40 total) of faculty members.

Current Revenue Sources:

The following is a brief overview of the revenue sources for this project. A more detailed budget will be added to the proposal for consideration by the Educational Planning Committee.

The Office of Academic Affairs secured a Davis Educational Foundation Grant to cover costs for initial implementation of the new Core. This grant provides \$75,000 during the pilot year of the implementation (2017-2018).

The WAC component of the proposed Core replaces the current EN 11 and 12 Core writing sequence. Currently, nearly all of EN 11 and EN 12 courses (50 each semester) are taught by adjunct faculty at an approximate rate of \$5000 per course, for a total of \$500,000 per year.

Proposal for New Undergraduate University Core Curriculum

November 28, 2016

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COSTS	Pilot: 2017-2018	Year 1: 2018-2019	Year 2: 2019-2020	Year 3: 2020-2021	Year 4: 2021-2022
EN 10: 5 Non-tenure track faculty at a rate of \$82,903.96 per professor (includes salary and benefits)		\$414,519.80	\$422,810.20	\$431,266.40	\$439,891.73
WAC PD: Professional development at a rate of \$1000 per faculty member	\$20,000.00	\$20,000.00	\$20,000.00	\$5,000.00	\$5,000.00
WAC Course Releases: Course releases at a rate of \$14,429.13 per course			\$144,291.30	\$288,582.60	\$288,582.60
SJ: Professional Development at a rate of \$1000 per faculty member	\$20,000.00	\$20,000.00	\$20,000.00	\$5,000.00	\$5,000.00
ID: Professional Development at a rate of \$1000 per faculty member	\$10,000.00	\$15,000.00	\$15,000.00	\$5,000.00	\$5,000.00
TOTAL COSTS	\$50,000.00	\$469,519.80	\$622,101.50	\$734,849.00	\$743,474.33
REVENUES					
Davis Educational Foundation Grant	\$75,000.00				
EN 11 and EN 12 Savings		\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00
TOTAL REVENUE	\$75,000.00	\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00
BUDGET REQUEST = EXPENSES - REVENUE			122,101.50	234,849.00	243,474.33

CAE and Institutional Resources Going Forward

In order to prepare faculty for teaching in the three Signature Elements, the CAE will facilitate Faculty Learning Communities and Course Design Institutes for cohorts of faculty members teaching in their first year of a signature area; the Director of Core Writing will work closely with the CAE Director of Curriculum Development to support faculty developing WAC courses as well as to support faculty teaching EN 10. In the first two years of implementation, the Davis Educational Foundation grant will support this work; after that, the Provost will continue to resource faculty professional development through the CAE, where a new multi-director model ensures coverage of needs for the proposed Core.

11. It's All Possible For the Institution: Roll-Out Timeline

Spring 2017	CAE Workshops acquaint faculty with key learning outcomes for WAC, SJ, and ID courses. CAE facilitates faculty learning cohorts for those committed to teaching pilot WAC, SJ, and ID courses in Fall 2017. UCC establishes approval processes.
Summer 2017	CAE Course Design Institutes prepares faculty in learning cohorts to teach WAC, SJ, and ID courses.
Fall 2017-Spring 2018	Pilot early versions of WAC and SJ courses are offered by faculty who have participated in spring 2017 faculty learning cohorts and summer 2017 course design institutes. Ongoing CAE Workshops expand the pool of faculty prepared to teach WAC, SJ and ID courses. UCC implements approval processes.
Summer 2018	Numerous CAE Course Design Institutes prepares a broader cohort of faculty to teach WAC, SJ and ID courses.
Fall 2018-Spring 2019	<u>Year One</u> students enroll in Tier One. Ongoing CAE Workshops prepare faculty to teach WAC, SJ and ID courses. For faculty teaching WAC for the first time, faculty participate in a faculty learning cohort for the first year of teaching facilitated through the CAE. UCC establishes a Core assessment plan.
Summer 2019	CAE Course Design Institute prepares faculty to teach WAC, SJ and ID courses.
Fall 2019-Spring 2020	<u>Year Two</u> students enroll in Tier One. Year One students enroll in Tier Two. Ongoing CAE Workshops continue work to prepare faculty to teach WAC, SJ and ID courses.
Summer 2020	CAE Course Design Institute prepares faculty to teach WAC, SJ and ID courses.
Fall 2020-Spring 2021	<u>Year Three</u> students enroll in Tier One. Year Two students enroll in Tier Two. Year One students finish Core. UCC implements a Core assessment plan. Ongoing CAE Workshops prepare faculty to teach WAC, SJ and ID courses.
Summer 2021	CAE Course Design Institute prepares faculty to teach WAC, SJ and ID courses.
Fall 2022-Spring 2022	<u>Year Four</u> students enroll in Tier One. Year Three students enroll in Tier Two. Year Two students finish Core. Year One students graduate. Ongoing CAE Workshops prepare faculty to teach WAC, SJ and ID courses.

For specific numbers of classes needed in a four-year roll-out, see Appendix E.

Mission Statement of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit Education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines—their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the esthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present and its future.

Fairfield recognizes that learning is a life-long process and sees the education which it provides as the foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

Our Essence: The CAS Mission Statement

The College of Arts and Sciences is the academic foundation of Fairfield University. It serves its students, faculty, and staff, as well as the University's other schools and the larger community, through teaching, research, and service in the Jesuit tradition. In classrooms, studios and laboratories, on campus and around the globe, our faculty and students work together, calling on the vital intellectual values of analysis, reflection, discernment and imagination to understand the past, engage our present and shape our personal and collective futures.

The College challenges students to learn and grow, personally and professionally, through departmental and interdisciplinary majors and minors, as well as graduate and continuing education programs. It provides an integrative immersion in the liberal arts through the breadth and depth of the Core Curriculum and its cross-disciplinary Core Pathways. It sponsors a host of academic and cultural activities that connect the University to the broader world and promote life-long learning. In all its endeavors, the College encourages openness to difference and a willingness to view the world from diverse perspectives.

As a community of scholars, the College engages in innovative research and professional activities in a spirit of collaboration across disciplines, in order to advance knowledge and solve real-world problems. It fosters and mentors student research to support the next generation of informed and articulate scholars, thinkers, and public intellectuals. College faculty lead national and global academic communities and demonstrate their commitment to the public good through scholarship and creative work.

As a community of educated citizens, the College responds to the Jesuit call to be women and men for others by seeking to instill in its students a habit of service and a life-long commitment to social justice in their personal and professional lives.

We undertake this journey together -- exploring the complexities of the human condition, experiencing the wonders of artistic creation, investigating the intricacies of the universe, and reflecting on the mysteries of the sacred -- so that we may all do our part to promote a just and peaceful world. In all that we do, the College of Arts and Sciences affirms the enduring importance of a liberal arts education in the Jesuit tradition.

(Adopted May 1, 2014)

Mission Statement Working Group:

Mike Andreychik (Psychology)	Anthropology/secretary, CAS faculty)
Jocelyn Boryczka (Politics)	Paul Lakeland (Religious Studies)
Javier Campos (Modern Languages)	Laura McSweeney (Math)
Robbin Crabtree (CAS Dean)	Kathy Nantz (Economics)
Dave Crawford (Sociology & Anthropology, ASPC)	Sally O'Driscoll (English/chair, CAS faculty)
Rick DeWitt (Philosophy)	Aaron Perkus (Associate Dean, ASPC)
Cindi Gannett (English)	Gavriel Rosenfeld (History)
Gisela Gil-Egui (Communication)	Jim Simon (Associate Dean, ASPC)
Manyul Im (Philosophy/ Associate Dean, ASPC)	Kraig Steffen (Chemistry)
Scott Lacy (Sociology &	Vin Rosivach (Classical Studies)
	Dave Winn (Physics)

Executive Summary

Problem and Background: Fairfield University's 60-credit core curriculum has remained relatively unchanged for the past 35 years. In its current configuration, the core is complicated, not universally understood by students, faculty and advising staff, and relatively large in number of required credits. Particularly problematic is the inequity in undergraduate curricular experience across the University, evident when the current core requirements are considered in combination with major requirements for total degree completion.

Despite these challenges, the value of the core curriculum and its potential as a transformative educational experience are recognized by a variety of constituents across campus, including faculty, students, alumni and administrators. In the words of Fairfield alumnae Mary Ross '78, "*The core curriculum at Fairfield University is critical to the formation of a value system and critical thinking in line with the Jesuit tradition of men and women for others. The curriculum provides a foundation of knowledge from the humanities, math, science, religion, ethics, philosophy, and the social sciences. It encourages students to explore and respect different ways of knowing and solving problems in a complex world. The core curriculum informs the development of an intellectual, moral, and spiritual framework that enables Fairfield graduates to work in variety of disciplines, committed to life-long learning, aware of the interconnectedness of humanity and sensitive to the need for responsible social action.*"

The charge of the Core Curriculum Task Force was to consider revisions to the undergraduate core curriculum, and make recommendations based on those considerations for a core curriculum that is rooted in the Jesuit and Catholic tradition of a vibrant humanistic liberal arts experience and responds to the needs of the 21st century learner. In order to fulfill this charge, a 22-person Core Curriculum Task Force, comprised of faculty, staff, students, alumni, and administrators, engaged in a comprehensive analysis of the core curriculum, which involved multiple meetings, subcommittee work, consultations with members of the University community, collaborations with other *Fairfield 2020* Task Forces, and solicitation of feedback from the faculty. Through these processes, the Task Force amassed a large amount of evidence about Jesuit education, Fairfield University's students, and current trends in higher education, which informed its final conclusions and recommendations.

Recommendations: The Core Curriculum Task Force recommends that the core curriculum be reduced from 60 credits to 45 to 48 credits, organized in three tiers: orientation, exploration and integration.

Tier One: Orientation: In the first tier, students will be required to complete 7 courses (21 credits) in the traditional humanities. These courses include (a) one English course, (b) one math course, (c) one religious studies course, (d) one philosophy course, (e) one history course, and (f) two foreign language courses, at any level.

Tier Two: Exploration: In the second tier, students will be required to explore a variety of academic disciplines by taking a total of 8 courses (24 credits). These courses include (a) one literature course, (b) one visual and performing arts course, (c) one natural science course, (d) one social /behavioral science

course, (e) one religious studies course, (f) philosophy course, (g) one math or natural science course, and (h) history or social /behavioral science course.

Tier Three: Integration: It is recommended that students have at least one inter-disciplinary experience in the core curriculum. Students may pursue this experience via a variety of different options within Tier Two. Students who do not complete an inter-disciplinary experience in Tier Two will be required to take one additional three-credit interdisciplinary course.

Resources: In order to fully implement the proposed revisions to the core curriculum, it is anticipated that the University will need to invest in the academic program by allocating resources in the form of personnel, programming funds, and facilities upgrades.

The recommended core curriculum was designed with specific consideration to the traditional 18-22 year old undergraduate student for whom the educational experience has the potential to be transformative. In order to achieve this potential, specific attention should be given to the disposition of the faculty who teach in the core, and to the extent possible the core curriculum should be delivered by full-time faculty. In addition, on-going support in the form of professional development should be provided to these faculty members so that the quality of the core curriculum is ensured. Funds for faculty hires as needed and professional development programming should be allocated accordingly.

In addition, the recommended core curriculum constitutes a substantial revision which will require oversight to finalize and implement. It is recommended that Director of the Core be appointed to oversee the final revision, approval and full implementation of the revised core. It is recommended that this Director be a member of the general faculty, tenured at the Associate Professor level or higher, and report to the Dean of the College of Arts and Sciences. In order to advance the work of the Core Curriculum Task Force presented in this report, it is recommended that the Director of the Core be appointed early in the spring 2015 semester.

Lastly, the Core Curriculum Task Force recognizes that improved instructional facilities, both physical and technological, will be needed to support the innovative pedagogies (i.e., interdisciplinary course work) associated with the recommended revisions. The Core Curriculum Task Force endorses the recommendations for improved facilities put forth by the Pedagogical Innovation Task Force.

Background

Statement of Purpose The primary goals of the Core Curriculum Task Force were to (a) undertake a comprehensive analysis of the undergraduate core curriculum in order to determine if revisions were warranted, and (b) if warranted, develop a set of recommendations for a revised core curriculum grounded in a rationale based on that analysis.

Fairfield University's core curriculum has remained relatively unchanged for the past 35 years. As outlined on pages 50-51 of the undergraduate course catalog, the current core requires students to complete 60 credits distributed across five areas, including (1) mathematics and the natural sciences, (2) history, and the social and behavioral sciences, (3) philosophy, religious studies, and applied ethics, (4) English and the visual and performing arts, and (5) modern and classical languages. These areas of study were established prior to 1969, at which time the first documented review of the core curriculum was conducted. In 1969, undergraduate students were required to complete 81 credits (27 courses) of general education. Subsequent core curriculum reviews were undertaken in 1979, 1988, 1991, 2001 and 2005. The 1979 review resulted in substantial change, reducing the 81 credit core to the 60 credit core in existence today. Reviews in the following decades involved attempts to introduce interdisciplinary science courses, articulate the mission of the core and student learning outcomes associated with each area, introduce applied ethics into the third area, and animate the core via descriptive language. During the past 35 years, specific accommodations to the core requirements were proposed and accepted, such that there are currently exemptions to some core requirements for students in the schools of engineering and nursing, as well as the school of business.

Process

Organization of the Core Curriculum Task Force: The membership of the Core Curriculum Task Force was carefully constructed to include representatives from a range of constituents across campus, including faculty, current students, alumni, staff, and administrators. Faculty representatives included those from the College of Arts and Sciences as well as the professional schools, with differing levels of experience at Fairfield University. During the spring semester, Task Force members also volunteered to participate on one of three subcommittees, including (a) review of general education curricula at other institutions, (b) student perceptions of the core curriculum, and (c) needs of 21st century learners. Appendix A contains the full list of task force members and subcommittee assignments.

The Task Force met 19 times during the spring and fall semesters of 2014. Appendix B includes the macro-agenda for these meetings, summarizing dates, discussion topics and resources. Kim Baer, Academic Operations Coordinator, joined the task force in fall 2014 to record meeting minutes. In addition to these full task force meetings, members participated in subcommittee meetings, engaged in numerous informal small group discussions, and maintained regular electronic communication via e-mail and a *BlackBoard* community site.

Consultations: The processes of analyzing the core curriculum and making recommendations for revision was aided by consultation with a variety of individuals, listed in alphabetical order below.

- The Academic Affairs Cabinet, comprised of the Academic Deans (Bruce Berdanier, Don Gibson, Bob Hannafin, Meredith Kazer, Joan Overfield, and Jim Simon) and Academic Vice Presidents (Lynn Babington, Mary Frances Malone, Christine Siegel, and Yohuru Williams), meets bi-weekly. Revision of the core curriculum was a standing item on the Academic Affairs Cabinet meeting agendas during the fall 2014 semester. Deans provided input on the process of communicating with and seeking feedback from the faculty as conclusions unfolded and recommendations were developed.
- The Assistant Deans of the College and professional Schools, including Andrea Martinez, Sue Peterson, Dawn DeBiase, Terry Quell, and Ryan Munden, analyzed transcripts and developed anecdotal case studies of the class of 2014.
- The Associate Deans, Aaron Perkus, Brian Walker, Mark Ligas, Joyce Shea, Audrey Beauvais, and Bill Taylor, provided feedback and input about how the developing recommendations might impact students in their schools.
- Interim Dean of Boston College's College of Arts and Sciences, Greg Klauscher, S.J. participated in a phone conference with the subcommittee on core curricula at other AJCU institutions. Boston College has recently undergone a revision of its core curriculum. Klauscher's insights were helpful to normalize the experience of the Task Force, as well as identify important considerations for implementation of a revised core.
- Individuals from the Department of Administrative Computing, particularly Director Russ Battista and programmer John Milanese, provided transcript data for the class of 2014, as well as enrollment and transfer statistics for the class of 2018.
- The Department of Modern Languages and Literatures (DMLL), particularly Chair Jerelyn Johnson and faculty member MaryAnn Carolan, described recent revisions to the placement process for modern language core courses. Additionally, faculty from the DMLL provided input regarding criteria by which a reduction to the core language requirement might be appropriately implemented.
- The Department of Politics, particularly Chair Jocelyn Borczykka, expressed concerns about the potential reduction of core requirements to include only one social science course, and negotiated an alternative by which students would be required to take either a second history or second social science course.
- The Director of Core Writing, Cinthia Gannett, served as an essential consultant to the process. She attended several Task Force meetings, provided information about the process of core revision at other AJCU institutions based on her work with the Jesuit Conference on Rhetoric and Composition (JCRC), provided professional literature on writing across the curriculum in higher education, and prepared and presented an analysis of student work in the first year writing courses. She was aided in this work by core writing faculty members, Pam Chism, Mike DeStefano, Elizabeth Hilts, John Burlinson, Jill Bordach, and Laura Marciano.

- Directors of the Honors Program, John Thiel and Susan Rakowitz, provided information about the nature of and logistics for interdisciplinary courses in the Honors Program, which helped to inform decisions about and recommendations for interdisciplinary study in the revised core.
- General Faculty Secretary, Susan Rakowitz, identified Journal of Record excerpts related to core revision, credit requirements, and the faculty's role in curricular decisions. In addition, she was instrumental in scheduling the Core Curriculum Task Force on the General Faculty meeting agenda in November 2014.
- Jesuit Scholar in Residence, Michael Fahey, S.J., edited several documents, including the initial Task Force charge, the revised charge, the developing vision of the core, and the core mission statement, to ensure that the language and content of those documents accurately represented the essential characteristics and ideals of Jesuit education.
- Heather Petraglia, Director of the Office of Academic Support and Retention, developed case studies depicting how students, particularly those who may enter the University without a declared major or change majors during the course of their study, navigate the current core requirements.
- The Office of Institutional Research, specifically Director Amy Boczer and Research Analyst Dan Grazynski, provided information from student and alumni surveys as well as summary data from student transcripts and enrollment statistics.
- Professor Vin Rosivach provided a history of core reform at Fairfield University, and contributed to the mission statement which grounds the proposed recommendations. See Appendix C.
- Nancy Dallavalle, member of the *Fairfield 2020* Steering Committee and University Facilitator for Mission and Identity, attended one of the Task Force meetings to present a model for core revision.
- University Registrar Bob Russo and Associate Registrar, Jennifer DeMartino, provided information about feedback about the ways in which students complete the current core, as well as summary statistics on transfer students.

Collaborations: In order to ensure that the developing recommendations from the Core Curriculum Task Force were aligned with those being developed by other task forces, co-chairs Christine Siegel and Mary Frances Malone met with the chairs and/or full membership of the Business Model Task Force, the Pedagogical Innovations Task Force, the Student Outcomes Task Force, and the Total Student Experience Task Force, for a total of six meetings during the fall semester.

Faculty Meetings: In order to ensure that the processes of the Task Force were transparent and engaged the General Faculty, the Chairs and/or members of the Task Force participated in eight different faculty meetings during the fall semester. During these meetings, the Task Force provided updates on their unfolding conclusions, presented potential options for core revision, and solicited the feedback from the faculty in the form of verbal and written comments.

Faculty Input via e-mail: In order to facilitate feedback from the General Faculty, and other members of the University community, a mechanism was implemented by which individuals could submit written comments to the Task Force electronically. Written feedback was discussed at subsequent Task Force meetings. The Task Force received a total of 30 written comments. Names of the individuals who submitted comments are listed in alphabetical order in Appendix D.

Evidence: Through its own efforts, consultations with members of the University community, collaborations with other *Fairfield 2020* Task Forces, and solicitation of verbal and written feedback, the Task Force collected and reviewed a substantial amount of evidence, listed below in the order in which it was reviewed.

- Fairfield University's historical documents on core revision, including those from 1969, 1979, 1988, 1991, 2001, and 2005.
- Professional literature and texts related to Jesuit education, from the Ratio Studiorum of 1599 up to and including, Fr. Aldofo Nicolas' Mexico City address of 2010. A full reference list is included in Appendix E.
- Core Curricula at other institutions of higher education, including the 27 other AJCU institutions as well as Gettysburg College, Providence College, Seattle Pacific University, University of Dayton, Villanova, and Wake Forest University.
- Survey Data from the Office of Institutional Research, including the 2006 Alumni Survey, 2010 FUSA Survey, the 2011 Sophomore Survey, Admitted Student Questionnaire for the classes of 2017 and 2018, and the College Senior Survey for the classes of 2009, 2010, 2011, 2012, and 2013.
- Data from focus groups conducted as part of the Core Pathways project in 2010.
- Transfer statistics from the classes of 2014, 2015, 2016, 2017, and 2018.
- Class of 2014 transcripts and case studies.
- Class of 2018 enrollment statistics.
- Professional literature on the needs of 21st century learners, college writing programs, and on general education reform initiatives. A full reference list is included in Appendix E.
- Potential models for core curricular revision.

Results

1. The Purpose of the Core Curriculum: Early in the process, each task force member submitted a written statement articulating his/her own views about the purpose of a core curriculum. Several themes emerged across these multiple perceptions, including (a) the belief that the core curriculum

should be a common educational experience, (b) the importance of the relationship between the core and the major, and (c) the importance of both multi-disciplinary and inter-disciplinary study.

2. *Student Perceptions of the Core Curriculum*: Review and analysis of student survey data revealed mixed results. Students hold both positive and negative views of the core, and that student views change over time.

Positive Student Perceptions: Results from the 2013 and 2014 Admitted Student Questionnaire revealed that the majority of students who were admitted were attracted to Fairfield University because of the core curriculum, including those who chose to enroll in Fairfield (71% endorsing the core) and those who did not (55% endorsing the core). Additionally, one third of mentions by students participating in the 2011 focus group interviews on the core curriculum were positive, noting that the core supports the major, the core provides exposure to new and different subject areas, and the core helps students become well-rounded persons.

Negative Student Perceptions: Conversely, two-thirds of mentions by students participating in the 2011 focus group interviews about the core curriculum were negative, describing the core as too long, too hard, or too intense. Likewise, on FUSA surveys conducted in 2010, the majority of students recommended improving the core by reducing the requirements. Finally, trends in the College Senior Survey data from 2009 through 2013 show declining satisfaction with the core, such that only 62% of 2013 graduates are satisfied with the core, down from 82% of 2009 graduates.

Changing Perceptions over Time: Analysis of comparable questions about the core curriculum across multiple surveys reveals that student perceptions of the core change over time, with first year students and sophomores having negative to neutral views of the core, and juniors and seniors holding more positive views of the core. These positive views appear to sustain past graduation, with nearly 70% of alumni endorsing the core curriculum.

3. *Comparisons to the Core Curricula at other Institutions*: The general education curricula at other institutions of higher education were reviewed and compared to Fairfield University's current requirements. Comparisons of Fairfield University's core curriculum with that at other institutions required agreement among Task Force members about the current core requirements, as well as reliance on publicly available information from other schools. Given these limitations, the analyses conducted revealed that Fairfield University's current 60-credit core is at the high end of the range of required general education credits in higher education.
4. *Student Experience of the Core Curriculum*: Transcripts from the undergraduate class of 2014 were analyzed to determine how students navigate the current core requirements within their total degree completion experience. Specifically, the Task Force was concerned with the extent to which majoring in more than one subject was impacting student perceptions about the size of the core.

Double Majors: Transcript analyses revealed that the majority of undergraduate students at Fairfield University do not double major. Of the 729 students who graduated in May 2014, only 102 (14%)

earned a double major, with 56 being from the College of Arts and Sciences, 45 being from the Dolan School of Business, and 1 being from the School of Nursing. No students from the School of Engineering earned a double major in 2014.

Excess Credits: While few students double major, a large majority take credits in excess of those required for their degree program. Transcript analyses revealed that 82% of the graduates from the College, 93% of the graduates from the Dolan School of Business, 39% of the graduates from the School of Engineering, and 94% of the graduates from the School of Nurses completed excess credits.

5. *Free Electives:* Case studies for students from the class of 2014 were prepared and analyzed to determine how many free electives students in various degree programs are currently afforded. These results revealed a significant disparity in free electives. In the College of Arts and Sciences, humanities and social science majors, who are required to complete 10 courses (30 credits) for their major, have a minimum of 10 free electives in their degree program. Students in the College who major in either math or science have only 6 to 8 free electives, with pre-med majors having fewer. In the Dolan School of Business, the combination of University core and business core requirements leaves room for only 4 free electives; while students in the schools of engineering and nursing have a maximum of 2 free electives.
6. *Transfer Credits:* Transcript data from both the most recent graduating class (2014) and the most recent entering class (2018) were reviewed for evidence of transfer credits used to fulfill current core requirements. Results of these analyses revealed relatively few (average of 20%) of students transfer credits into Fairfield University, and the majority of those who do transfer between 3 and 9 total credits.
7. *Enrollment Statistics:* In order to further examine the question of curricular equity, as well as consider the impact of the proposed revisions, enrollment statistics for the class of 2018 were reviewed. These data revealed that the majority (53%) of first-year students are majoring in the one of the professional schools. Of those in the College, the majority (62%) are majoring in math, the natural sciences, or social sciences, with relatively few (20%) majoring in the humanities.
8. *Needs of 21st Century Learners:* Review of the professional literature on 21st century learners, as well as core curricular initiatives in other institutions of higher education, revealed that inter-disciplinary thinking, teamwork, and the ability to apply one's knowledge to solve real world problems are important outcomes of a general education curriculum.

Conclusions Throughout the past year, the Core Curriculum Task Force has worked in earnest to fulfill its charge, and achieve the goals of analyzing the current core and developing a set of recommendations for core revision. As Fairfield University's core curriculum has remained relatively unchanged for the past 35 years, this was a significant task, and depended on the collaboration and collective wisdom of the Task Force, as well as the engagement of many members of the University community. Through these efforts, the Task Force has arrived at the following conclusions.

1. There is value in a core curriculum, and the core curriculum at Fairfield University should be a common educational experience that complements the major and fosters both multi-disciplinary study and inter-disciplinary study to facilitate students' cognitive and affective development.
2. In its current configuration the core curriculum is complicated, not universally understood by students, faculty or advising staff, and is relatively large in number of required credits.
3. When analyzing the core curriculum, it is important to consider how the core and the major work together toward degree completion for all of our students. Given the variations in major degree requirements, the current core is experienced differently by students across programs within the College and between the College and the Schools.
4. A revision to the core curriculum is needed. The core curriculum can be streamlined to achieve curricular equity for students across our undergraduate degree programs.
5. The revised core curriculum should be tiered, and include three components: orientation, exploration, and integration.
6. The educational experience associated with participation in the core curriculum cannot be reduced to a set of competencies.
7. Specific attention should be given to the disposition of the faculty who teach the core curriculum. To the extent possible, core courses should be taught by full-time faculty. On-going support, in the form of professional development, should be provided to the faculty who teach in the core.
8. A Director of the Core should be appointed to oversee the final revision, approval and full implementation of the revised core curriculum.
9. The revised Core Curriculum should be aligned with the University's mission and grounded in its own mission and vision statements that are clearly communicated to students, faculty, and staff.
10. The recommendations for a revised core presented here are the Task Force's best attempt to actualize these points of agreement, but in their current form stand as a compromise, on the details of which we achieved varying levels of agreement.

Recommendations The Core Curriculum Task Force recommends that the current 60-credit core be reduced to a 45 to 48 credit core, organized in three tiers.

Tier One: Orientation: In the first tier, students will be required to complete 7 courses (21 credits) in the traditional humanities. These courses include (a) one English course, (b) one math course, (c) one religious studies course, (d) one philosophy course, (e) one history course, and (f) two foreign language courses, at any level.

It is recommended that all courses in Tier One be completed by the end of sophomore year, and that students not be allowed to place out of these courses. It is recommended that the English course in Tier

One be a writing course, and that writing across the curriculum be a required component of the philosophy, religious studies, and history courses at this level. It is recommended that the math department make a decision about the math requirement in Tier One, with consideration to the constraints that may be placed on that decision by major requirements in the professional schools.

Tier Two: Exploration: In the second tier, students will be required to explore a variety of academic disciplines by taking a total of 8 courses (24 credits). These courses include (a) one literature course, (b) one visual and performing arts course, (c) one natural science course, (d) one social /behavioral science course, (e) one religious studies course, (f) philosophy course, (g) one math or natural science course, and (h) history or social /behavioral science course.

It is recommended that the literature course be taken from the offerings in either the Department of English or the Department of Modern Language and Literatures. It is recommended that for students majoring in the social sciences or the natural sciences, their Tier Two core courses in these areas be taken outside the department of their major. It is recommended that the history course at this level be taken from either offerings in the Department of History or from among the history course offerings in the Department of Visual and Performing Arts.

Tier Three: Integration: It is recommended that students have at least one inter-disciplinary experience in the core curriculum. Students may pursue this experience via one of four options. First, students may take a set of cluster courses. For cluster courses, the same cohort of students enrolls in two different courses. The professors for each course work collaboratively such that there are common questions, common readings and/or common assignments across courses. Second, students may take one team-taught interdisciplinary course. Third, students may take one individually taught course during which the primary professor enlists a single guest lecturer to introduce another discipline for five or more class sessions. Fourth, a student may take an interdisciplinary course taught by a single professor with disciplinary expertise, recognized by the departments, in more than one subject area.

Implementation

Resources: In order to implement the above-described recommendations for a revised core curriculum, resources in the form of personnel, budget, and facilities are required. A request for budgetary allocations for these resources has been submitted to the Business Model Task Force.

Full-time Faculty: Among its areas of consensus, the Core Curriculum Task Force recognizes the need to make the core curriculum a priority area of academic excellence by devoting the energy and expertise of full-time faculty to teach in the core, which may result in an increase in the number of full-time faculty.

Director of the Core: It is recommended that a Director of the Core be appointed from among membership of the general faculty, tenured at the Associate level or higher, and report to the Dean of the College of Arts and Sciences. In order to advance the recommendations put forth here, it is recommended that this Director be appointed early in the spring 2015 semester.

Associate Director for the Center for Academic Excellence: It is anticipated that significant faculty development, including support for new course development, course redesign, assessment and interdisciplinary teaching, will be needed to implement the revised core as recommended. Although the Center for Academic Excellence (CAE) is the appropriate organizational structure to provide this development, the CAE cannot appropriately meet the increased demand for professional development with its current staffing configuration. It is recommended that an Associate Director for the CAE be hired to provide this additional professional development support.

Programming: In addition to personnel to support the faculty who teach in the core, it is anticipated that professional development programming will be necessary to implement the proposed core revisions. This programming may take the form of annual workshops, invited speakers, or instructional materials. It is recommended that an annual budget for professional development programming specific to the core curriculum be allocated.

Facilities: The Core Curriculum Task Force recognizes that improved instructional facilities, both physical and technological, will be needed to support the innovative pedagogies (i.e., interdisciplinary course work) associated with the recommended revisions. The Core Curriculum Task Force endorses the recommendations for improved facilities put forth by the Pedagogical Innovation Task Force.

Hand-Offs: From the beginning of its process, the Core Curriculum Task Force maintained the conviction that any recommended changes to the core curriculum would need to be approved through the typical channels of faculty governance for curricular revision. In keeping with this conviction, the Core Curriculum Task Force is handing-off the recommendations for revision to the Director of the Core, who with a faculty advisory group, can finalize the recommendations and shepherd them through the University's approval processes.

Throughout its process, Core Curriculum Task Force was primarily concerned with the educational experience of the traditional (i.e., 18 to 22 year old) full-time student for whom the curriculum has the potential to be transformative. The constraints of that focus, as well as limits on time, did not allow for the consideration of the impact of the proposed recommendations for non-traditional (i.e., adult returning students, part-time students, transfer) students. The Task Force recognizes the increasing importance of these non-traditional students for the fiscal health of the University, and further recognizes that the recommended core curriculum may not be the appropriate educational experience for these students. Subsequently, the Task Force is handing-off the questions regarding the educational experience for non-traditional students to the recommended Director of the Core who will work in collaboration with whoever is appointed to oversee this special group of students.

Core Curriculum Full Task Force Membership

Christine Siegel, Associate Vice President for Academic Affairs, Task Force Chair
Mary Frances Malone, Associate Vice President for Academic Affairs, Task Force Vice-Chair
Audrey Beauvais '90, Associate Dean and Assistant Professor of Nursing, School of Nursing
Jocelyn Collen '06, Campus Minister for Immersions and Pilgrimages, Campus Ministry
Robert Epstein, Associate Professor of English, College of Arts and Sciences
Shad Etemad, Associate Professor Mechanical Engineering, School of Engineering
Curtis Ferree, Senior Reference Librarian, DiMenna-Nyselius Library
Daniel Grazynski '10, Research Analyst, Office of Institutional Research
Shannon Harding, Associate Professor of Psychology, College of Arts and Sciences
Walter Hlawitschka, Associate Professor of Finance, Dolan School of Business
Dennis Keenan, Professor of Philosophy, College of Arts and Sciences
Paul Lakeland, Aloysius P Kelly, SJ Chair of Catholic Studies, College of Arts and Sciences
Kaitlin Maciejewski '15, Student, College of Arts and Sciences
Valeria Martinez, Associate Professor of Finance, Dolan School of Business
Kathy Nantz, Professor of Economics, College of Arts and Sciences
Marice Rose '92, Associate Professor of Visual and Performing Arts, College of Arts and Sciences
Mary Ross '78, Alumna, School of Nursing
Matthew Rotondaro '16, Student, College of Arts and Sciences
Joyce Shea, Associate Dean and Associate Professor of Nursing, School of Nursing
Jonathan Stott, SJ, Assistant Professor of Physics, College of Arts and Sciences
Janet Striuli, Assistant Professor of Mathematics, College of Arts and Sciences
John Thiel '73, Professor of Religious Studies, College of Arts and Sciences

Core Curriculum Subcommittee Assignments

<u>AJCU Core Curricula</u>	<u>Student Perceptions</u>	<u>Needs of 21st Century Learners</u>
Shah Etemad	Robert Epstein	Jocelyn Collen
Shannon Harding	Curtis Ferree	Daniel Grazynski
Dennis Keenan	Paul Lakeland	Walter Hlawitschka
Mary Ross	Joyce Shea	Kaitlin Maciejewski
Jonathan Stott		Valeria Martinez
		Kathy Nantz
		Marice Rose
		John Thiel

Appendices to Proposal for New Undergraduate University Core Curriculum A15
Core Curriculum Task Force Final Report
Appendix B

Core Curriculum Task Force Meetings				
Date	Time	Location	Discussion Topic(s)	Resources
Wednesday 4/9	10:00-11:00	CNS 8	Introductions, Orientation, Charge	Fairfield 2020 Charge, Blackboard community page
Tuesday 4/22	3:30-5:00	CNS 8	Perceptions of the Core Curriculum	Revised charge document
Wednesday 5/7	10:00-11:30	CNS 8	Purpose of the Core Core at other AJCU schools	Purpose statements; Subcommittee – Jonathan Stott, Shah Etemad, Dennis Keenan, Shannon Harding, Mary Ross, Janet Striuli
Tuesday 5/20	10:00-11:30	CNS 8	Student Perceptions of the Core Core revisions at other AJCU schools	Subcommittee – Kathy Nantz, Marice Rose, Dan Grazynski, Kaitlin Maciejewski, Valeria Martinez; John Thiel; Jocelyn Collen; Walt Hlawitschka; Presentation by Cinthia Gannett
Monday 9/8	2:00-3:15	CNS 200	Re-orienting and re-framing the discussion of Core Curriculum revision	Core Curriculum Task Force mid-term report ; fall 2014 Meeting Schedule; Fr. Nicolas Mexico City Address – April 2010; BlackBoard discussion board posts
Tuesday 9/16	2:00-3:30	CNS 200	Needs of 21 st Century Learners	Spring 2014 Subcommittee: Curtis Ferree, Paul Lakeland, Joyce Shea, Bob Epstein
Wednesday 9/17 *	10:30-1:00	BLM	A Case for Applied Liberal Arts: Bracing for Disruption	Fairfield 2020 Series Lecture – Dr. Michelle R. Weise
Wednesday 9/24	1:00-2:30	CNS 8	How do Fairfield University students navigate the current Core Curriculum?	Analytics on the class of 2014; Case studies by school prepared by Assistant Deans
Monday 10/6	2:00-3:30	CNS 8	<i>Eloquentia Perfecta</i> as a foundation for Core Curriculum revision at Jesuit Schools	Selected chapters from Gannett and colleagues
Tuesday 10/14	10:00-11:30	CNS 200	Options for a Revised Core – Brainstorming	Nancy Dallavalle model; Paul Lakeland model; Kathy Nantz model; Siegel and Malone model
Wednesday 10/22	2:00-3:30	CNS 200	Options for a Revised Core – Brainstorming	Daniel Grazynski model; Dennis Keenan model
Tuesday 11/4	9:30-11:00	CNS 200	Options for a Revised Core – A Synthesis Model	Paul Lakeland synthesis model
Monday 11/10	2:00-3:30	CNS 200	Writing Across the Curriculum	Cinthia Gannett presentation; Results of qualitative analysis of EN 11 portfolios; Dennis Keenan synthesis model
Wednesday 11/19	1:00-2:30	CNS 8	Soliciting feedback	Faculty meeting schedules; alumni feedback; Dennis Keenan synthesis model
Monday 12/1	2:00-3:15	CNS 200	Incorporating feedback	Strategic planning template; synthesis model
Tuesday 12/9	10:00-11:30	CNS 200	Final Recommendations	Vision of the core; Bob Epstein model; faculty feedback
Monday 12/15	9:30-11:0	CNS 8	Final Recommendations	Kathy Nantz model; Synthesis model; faculty feedback
Wednesday 12/17	12:00-1:30	CNS 200	Final Recommendations	Synthesis model
Friday 12/19 *	2:30-3:30	Oak Room	Report Out to Steering Committee	Final report presentation slides

Mission of the Core

Fairfield University, its faculty, undergraduate students and staff, share a common intellectual experience through the Core Curriculum. The mission of this Core, which is deeply rooted in the Jesuit Catholic humanistic tradition, aims to shape habits of the mind and heart, to develop foundations for molding a moral person, to provide an educational context for discerning the common good and to engaged students and faculty in exploring ways of proceeding intellectually and socially which can transform them to becoming women and men for others. As Fairfield's document, *Mission of the Core* (1999), stated: "While these values are given particular shape and texture in the Christian story that indelibly marks the history and identify of Fairfield University, they are universal ideals, which as the University Mission Statement suggests, are 'the obligation of all educated, mature human beings.'"

Adolfo Nicolas, Superior General of the Society of Jesus, offering this challenge to all Jesuit universities stated in April 2010: "Jesuit education should change us and our students...[A]nd the meaning of change for our institutions is 'who our students become,' what they value, and what they do later in life and work. To put it another way, in Jesuit education, the depth of learning and imagination encompasses integrates the intellectual rigor with reflection on the experience of reality together with the creative imagination to work toward constructing a more humane, just, sustainable and faith filled world."

The Core Curriculum is a holistic experience in which faculty and staff share in a common purpose of helping students to think beyond their immediate educational needs, to sensitize them to a broader conception of the whole person's education in which the entire community is involved, the institution's *paideia*, modeling the virtues and practices which it is hoped students will acquire.

The design of the Core in its tiered approach provides an educational encounter for both students and faculty through which students can imagine how to engage intellectually through the lens of the Jesuit humanistic tradition. Courses in Tier One, to be completed within the first and second year, provide students with the introduction to the intellectual approaches essential to philosophical, religious, rhetorical, historical, quantitative and cultural inquiry within the Jesuit humanistic tradition. Tier Two introduces students to how various disciplinary approaches frame and engage the important intellectual issues for the common good. A culminating interdisciplinary approach allows both students and faculty to make the connections essential for integrative learning, for exploring pressing issues that call out for a just resolution, and for using innovative pedagogy. At its best, the Core can transform both students and faculty as they intentionally begin to set the intellectual framework for an education that will make a lifelong difference for the good as understood within the context of a Jesuit Catholic education for the 21st century.

University Members Submitting Written Comments

William Abbott
Sergio Adrada Rafael
M. Covado Arango-Martin
Steven Bayne
Jocelyn Boryczka
Betsy Bowen
Javier Campos
Mary Ann Carolan
Kevin Cassidy
Paul Caster
David Crawford
Sara Diaz
Christine Earls
Michelle Farrell
Joel Goldfield
Hugh Humphrey
Xiao Jiwei
Jerelyn Johnson
Jacalyn Kremer
Philip Lane
Joan Lee
Douglas Lyon
Dawn Massey
Laura McSweeney
Marcie Patton
Shawn Rafalski
Susan Rakowitz
Vincent Rosivach
Aaron Van Dyke
Michael White
David Winn

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Proposal for Revision of the Fairfield University Core Curriculum

I. The Purpose and Process of Core Revision

In 2014, as part of the Fairfield 2020 initiative, a Core Curriculum Task Force was established. The charge of the Core Curriculum Task Force was to undertake a comprehensive analysis of the undergraduate core curriculum in order to determine if revisions were desirable, and, if warranted, to develop a set of recommendations for a revised core curriculum grounded in a rationale based on that analysis. In order to fulfill this charge, a 22-person Core Curriculum Task Force, comprised of faculty, staff, students, alumni, and administrators, engaged in a comprehensive analysis of the core curriculum, which involved multiple meetings, subcommittee work, consultations with members of the University community, collaborations with other *Fairfield 2020* Task Forces, and solicitation of feedback from the faculty. Through these processes, the Task Force amassed a large amount of evidence about Jesuit education, Fairfield University's students, and current trends in higher education, which informed its final conclusions and recommendations.

From the beginning of its process, the Core Curriculum Task Force maintained the conviction that any recommended changes to the core curriculum would need to be approved through the established channels of faculty governance for curricular revision. Ultimately, the Core Curriculum Task Force handed off the recommendations for revision to the Director of the Core. Provost Lynn Babington selected Bob Epstein, Associate Professor of English, to be the Director of the Core. In the Fall of 2015, Prof. Epstein selected an advisory council, and over the course of the semester met with the faculty of all the schools at the university and all of the departments within the College of Arts and Sciences to present the Task Force proposals and to hear feedback and suggestions for improvements to the plan. The Director of the Core and the Advisory Council have made amendments to the Task Force plan based on the feedback from faculty, while maintaining the general framework agreed to in the Task Force discussions.

In March 2016, the proposal for Core revision was presented to the Undergraduate Curriculum Committee. The UCC formed a subcommittee to consider the Task Force proposal as well as other proposals for Core revision. This subcommittee made recommendations for changes to the Task Force proposal, and the UCC voted to approve the Task Force proposal as amended by its subcommittee. This amended proposal was presented to the Academic Council at its March meeting. At that meeting, Bob Epstein noted that a number of the amendments adopted by the UCC ran counter to the goals and rationales of the Task Force and the Core Advisory Council in devising the overall revision plan. The Academic Council voted to remand the proposal to the UCC and to instruct the UCC to reconsider the plan in light of the concerns of the Core Director and Advisory Council. The Core Director and Advisory Council presented their concerns and suggestions to the UCC at its April 2016 meeting, and the UCC voted to adopt a Core

revision plan with further amendments and revisions. It is this version of the Core revision proposal that is being presented to the Academic Council to be approved and forwarded to the General Faculty.

Throughout this process the goal has been to formulate a Core curriculum that is rooted in the Jesuit and Catholic tradition of a vibrant humanistic liberal arts experience and responds to the needs of the 21st century learner. One especially prominent goal was to re-establish a uniform Core curriculum for all Fairfield undergraduates. The profile of Fairfield's student population has changed as its educational mission has expanded to meet current demands. More than half of Fairfield's undergraduates are now in the professional schools, and this percentage is likely to increase in the future, as growth is predicted especially in the Schools of Nursing and Engineering. In the College of Arts and Sciences as well, departmental organization and major offerings are evolving to address the needs of a rapidly changing professional and technological environment. Over the years, exceptions to some Core requirements have been granted to students in each of the professional schools. At the same time, the administration and faculty of the university recognize that the liberal arts experience provided by the Core curriculum is one of the elements that make the Fairfield education distinct and valuable for all students. Core revision provides an opportunity to redefine the essential elements of this liberal education and to reaffirm the necessity and desirability that all Fairfield undergraduates participate in and benefit from this curriculum.

One result of this regularizing of requirements for all undergraduates will be a reduction in the overall number of required Core courses. The current Core consists of 20 required classes (60 credits.) The proposed Core will require 15 classes (45 credits.) Most students, particularly those in the College of Arts & Sciences and the Dolan School of Business, will have more electives. In advising, students should be encouraged to use these electives to explore their personal interests across the university curriculum. Many students will find it much easier and more inviting to add a minor or a second major, and to explore interdisciplinary programs.

In addition to a uniform set of requirements for all students, a major goal of Core revision has been to assure an integrated educational experience in the liberal arts. Both students and faculty have regularly reported that their most meaningful and valuable classroom experiences have been those that intentionally designed as interdisciplinary. An interdisciplinary component should allow students to look for commonalities and intersections among their various areas of study, to perceive their Core courses as more unified rather than atomized curriculum, and to think more holistically about the universe of intellectual engagement and their place within it. The multidisciplinary element of the proposed revision accords with current models of educational reform that are seen as most essential and most practical for contemporary students. Additionally, moments of intentionally designed interdisciplinary thought allow for the purposeful self-reflection that is a hallmark of the Jesuit educational tradition. These signature elements include the Core Orientation Seminar in the first semester, the Writing Across the Curriculum component of Tier One, and the Core Integration Experience in Tier Two, at or near the completion of the Core curriculum.

III. Proposal for Revised Core Curriculum

Here are the proposed new Core requirements:

Tier One: Orientation (8 courses)

- 1 course in Composition and Rhetoric and 4 courses in Humanities (Religious Studies; Philosophy; History; Arts & Literature), all contributing to a Writing Across the Curriculum program, including one Core Orientation Seminar in the first semester
- 1 course in Mathematics
- 2 courses in Modern or Classical Languages, at any level

Tier Two: Exploration and Integration (7 courses)

- Humanities: 3 courses in 3 of 4 areas (Religious Studies; Philosophy; History; Arts & Literature)
- Social and Behavioral Sciences: 2 courses in 2 different departments (Communication; Economics; Politics; Psychology; Sociology and Anthropology)
- Mathematics and Natural Sciences: 2 courses, at least one in Natural Science
- Core Integration Experience: 1 team-taught interdisciplinary course or 1 pair of cluster courses in two different disciplines, taken to fulfill any two of the above requirements

AP and transfer credits may not be applied to the WAC courses in Tier One. Students should be encouraged to complete Tier One before the end of Sophomore Year, but students may take classes that fulfill Tier Two requirements before completing Tier One.

Explanation and Rationale: Tier One

Tier One of the Core Curriculum grounds students in the intellectual approaches essential to philosophical, religious, rhetorical, historical, quantitative and cultural inquiry. In addition to serving as foundational for the remaining elements of the Core curriculum and for the rest of students' work in their individual schools and majors, the courses in Tier One represent the most traditional elements of Jesuit education, with roots extending to the Jesuit order's establishment of its educational mission.

As Tier One of the Core is intended to be a common educational experience for all Fairfield undergraduates, there are to be no place-outs for any element of Tier One. This would mean that transfer and Advanced Placement credits could exempt students from required elements of Tier Two of the Core, but not from elements of Tier One. Students should be encouraged to complete Tier One before the end of Sophomore year. But students may take classes that fulfill Tier Two requirements before completing Tier One.

Tier One emphasizes education in written expression and in the traditional fields of the arts and humanities, which have always been central to the Jesuit pedagogical program. No skill is more essential to educational success or more essential to the modern workplace and the contemporary world than fluidity and self-confidence in written expression. The proposed curriculum requires all students to take a course in Composition and Rhetoric. To be devised by the resident specialists in the teaching of writing, this course will apply the most current theories in the field of composition pedagogy, and its mission will include the teaching of multimedia literacies that constitute an increasing component of the communication skills in the contemporary environment.

The four Humanities courses in Tier One, in addition to introducing students to the traditionally central areas of Religious Studies, Philosophy, History, and Arts & Literature, will all contribute to a Writing Across the Curriculum program. Writing Across the Curriculum [WAC] is based on the principle that writing should be an integral part of the learning process throughout a student's education, not merely in required writing courses but across the entire curriculum. WAC programs can take a number of forms. The faculty of the participating departments would work with the director of Core writing, the Center for Academic Excellence, the Director of the Core, and others with experience and expertise in the field to develop a model appropriate to the goals and requirements of our program. It is understood that necessary resources must be made available for the success of this essential component of the Core, including administrative positions, programs for faculty development, appropriate class sizes, and academic support.

Every incoming Freshman will be placed in a Core Orientation Seminar. This will be a section of any one of the Composition or Humanities courses of Tier One, taught in the Fall semester, which will include instruction designed to introduce students to the expectations of college learning and to the design and purpose of the Core curriculum. Since classroom contact with full-time professors has been demonstrated to be a crucial factor in student retention, all Core Orientation Seminars should be taught by full-time faculty members.

All students will take one Mathematics course in Tier One. The course or courses that would be most appropriate for these students will be determined by the faculty of the Mathematics Department.

All students will be required to take two courses in a foreign language, at any level. The Modern Languages Department would work to assure that students continuing a language that they studied in high school are placed in the appropriate level.

Explanation and Rationale: Tier Two

Tier Two of the proposed curriculum allows students to explore the disciplines of the Arts and Sciences with expert teacher-scholars in a variety of fields of inquiry.

Employing innovative pedagogy, Tier Two also engages concepts and ideas that underlie the Core as a whole and link its disciplines.

Required courses in Tier Two are distributed among the historical divisions of the liberal arts, which are also reflected in the historical structure of the College of Arts and Sciences: the Humanities, the Social and Behavioral Sciences, and Mathematics and the Natural Sciences. This distribution of requirements will serve to give each student exposure to courses that meet specific learning objectives that have previously been identified for the Core curriculum, including demonstrable abilities in: quantitative reasoning; scientific reasoning; global citizenship; appreciation and critical understanding of cultural and artistic traditions; creative capacities; and written expression and argumentation.

In the Humanities, students will take three courses in three of four areas: Religious Studies; Philosophy; History; and Arts & Literature. In the Social and Behavioral Sciences, students will take 2 courses in two of four departments: Economics; Politics; Psychology; and Sociology and Anthropology. In Natural Sciences and Mathematics, students will take two courses, including at least one in a Natural Science.

All departments will be expected to designate specifically designed Core classes for Tier Two. Interdisciplinary programs can be represented in Tier Two through cross-listing of courses. Collective efforts at enrollment management will be required to assure that enough Core classes are offered each semester, while also assuring that each department is sufficiently represented within the Core. It is hoped that students will engage more thoughtfully with the curriculum and the intentions of the Core when they have clear choices of classes and disciplines to choose from within the Core.

As a hallmark of the Core curriculum as a whole, students will be required to take at least one course or set of courses with an interdisciplinary component: a cluster of two courses in two different disciplines; a team-taught course with instructors from two different disciplines; or, less commonly and with approval, a specially designed interdisciplinary course with a single instructor. Students will complete this component, whenever possible, as part of the Tier Two requirements.

Implementing the Integration component of Tier Two will require faculty members from across the university to look for intersections and commonalities among their specializations and interests. We will encourage students to see interconnections within the Core by requiring faculty to look for interconnections between disciplines. Faculty should develop courses that address ancient or emerging ideas, and that encourages students to make the cognitive connections essential for integrative learning and for exploring pressing issues that call out for a just resolution. These courses should lend themselves to the goal of reflection that is essential to the Jesuit pedagogical tradition, or to the goals of social engagement that define our institutional mission. Since this Integration experience will come for most students near their completion of the Core requirements, these courses will also serve as a point at which to assess the curriculum and its role in the university's pedagogical and social goals.

The Integration component of Tier Two also provides the ideal opportunity to integrate many of the university's goals and initiatives into the Core curriculum, including interdisciplinary programs, Applied Ethics, Jesuit Mission and Identity, the two-year campus-wide "Themes," Service Learning, and JUHAN. When faculty develop interdisciplinary courses that fulfill Tier Two requirements, further support and encouragement can be provided to foster pedagogical innovation in priority areas.

As noted in the Core Curriculum Task Force report, the Core Curriculum Task Force recognized the need to make the core curriculum a priority area of academic excellence by devoting the energy and expertise of full-time faculty to teach in the core. While Tier One courses will necessarily require a certain amount of teaching by properly trained instructors at a variety of levels, the Task Force expected that courses in Tier Two, in which students explore the traditional fields of the liberal arts, should be taught, to the greatest extent possible, by full-time teacher-scholars in those disciplines. The College of Arts and Sciences faculty are making a commitment to teaching in the Core curriculum; they, and the members of the Core Curriculum Task Force, expect the university to make an equivalent commitment to the faculty and to the Core.

IV. Implementation and Review

If the Core revision plan is approved by the General Faculty, the process of implementation will require considerable time and resources. Two areas of the proposed Core are certain to require particularly substantial support in terms of labor and resources: the Writing Across the Curriculum program, including the revised Composition and Rhetoric course, in Tier One, and the Core Integration Experience in Tier Two. But these are among the hallmark features of the curriculum, and without sufficient support for development and maintenance the proposed Core cannot succeed.

Provost Lynn Babington has supported the Core revision process continuously through the process, and she has indicated that she will support the implementation of all its provisions and assure that appropriate resources are allocated to assure their success. She has also indicated that she will support initial work on planning for the implementation of elements of the proposal that require more considerable resources for implementation, even before receiving final approval from the faculty.

Therefore, work can begin on parts of the implementation process during the summer of 2016. Interested participants will soon be solicited for a WAC Working Group and a Core Integration Working Group. The WAC Working Group will meet over the summer to evaluate our writing program and plan for a WAC program. It is likely that this group will determine that outside expertise may be needed to help the contributing departments and faculty at Fairfield assess their current writing pedagogy, to identify goals for writing instruction, and to select an appropriate WAC model. There are many possible models, and ultimately the implementation of a WAC program at Fairfield may require support in many areas and in many forms, including: the hiring and hosting of outside consultants on WAC programs; faculty development; curricular development; support staff; staffing

levels necessitated by appropriate class sizes; training for faculty teaching the Core Orientation Seminar; administrative staffing, including possible new hires in writing and pedagogy support; a new Director or Core Writing, with responsibility for the Composition and Rhetoric course and its staff; systems and support for regular program assessment. All of these potential budgeting priorities, however, would be contingent on the internal decisions of the contributing faculty and others working on implementation. At the present, the only resources to be directed toward this effort are summer stipends for members of the WAC Working Group that are not already compensated for work on Core approval and implementation. This would be approximately five faculty members.

The Core Integration Working Group, too, would work over the summer to identify goals and resource needs. The implementation of the Integration element of Tier Two is also likely to require support in a number of forms, including: sponsorship of events and programs to help faculty identify common interests and promising teaching partnerships; internal and external grants and support for curricular development; instructional funds for additional classes when faculty team-teach a single 3-credit class; systems and support for regular assessment. Again, the resources directed toward these planning and implementation projects at the moment are only stipendiary support for approximately five members of the Working Group.

These initial plans for implementation groundwork have been presented to the Educational Planning Committee. If in the Fall the General Faculty approves the Core revision, more detailed budgetary projections for implementation and support, based on the findings and suggestions of the working groups, will be presented to the EPC.

If this Core proposal is approved by the General Faculty in the Fall semester of 2016, and if it then receives the proper administrative support and concerted effort by faculty and staff, the new Core could be in place for a roll-out in the Fall of 2018, meaning that the Class of 2022 would be the first to complete the new requirements.

After implementation, the entire Core curriculum should be subject to regular review, at least every three years. This process should ensure that the Core is successfully meeting its goals and providing the educational experience to Fairfield's students for which it was designed.

V. Motion to amend the Journal of Record

To add the following language to the Journal of Record, at the end of Section 3, “The Core Curriculum and related items”:

Beginning with the Fall semester of 2018, undergraduate students entering Fairfield University will complete the following Revised Core Curriculum:

Tier One: Orientation (8 courses)

- 1 course in Composition and Rhetoric and 4 courses in Humanities (Religious Studies; Philosophy; History; Arts & Literature), all contributing to a Writing Across the Curriculum program, including one Core Orientation Seminar in the first semester
- 1 course in Mathematics
- 2 courses in Modern or Classical Languages, at any level

Tier Two: Exploration and Integration (7 courses)

- Humanities: 3 courses in 3 of 4 areas (Religious Studies; Philosophy; History; Arts & Literature)
- Social and Behavioral Sciences: 2 courses in 2 different departments (Communication; Economics; Politics; Psychology; Sociology and Anthropology)
- Mathematics and Natural Sciences: 2 courses, at least one in Natural Science
- Core Integration Experience: 1 team-taught interdisciplinary course or 1 pair of cluster courses in two different disciplines, taken to fulfill any two of the above requirements

Advanced Placement and transfer credits may not be applied to the Writing Across the Curriculum courses in Tier One. Students should be encouraged to complete Tier One before the end of Sophomore Year, but students may take classes that fulfill Tier Two requirements before completing Tier One.

With approval, a specially designed interdisciplinary course with a single instructor may be taken to fulfill the Integration component of Tier Two.

The Writing Across the Curriculum Program at Fairfield

The Writing Across the Curriculum Program at Fairfield University **is designed to:**

- Develop and support the writing of students;
- Increase student engagement with thinking and learning;
- Increase student writing proficiency; and
- Create a community of faculty around teaching and student writing.

Essential principles of the Writing Across the Curriculum Program assert that:

- Writing is an integral part of the learning process throughout a student's education, not merely in writing courses but across the curriculum;
- Writing is highly situated and tied to a discipline's discourse, methods, and ways of knowing;
- Though students come to the classroom with a wide range of literacy, linguistic, technological, and educational experiences, all students can learn to become more proficient writers.

Essential features of Writing Across the Curriculum courses include:

- Writing as a mode of thinking and learning;
- "Learning to write" assignments to teach students how to write in a variety of situations for a variety of purposes;
- Opportunities to receive and use multiple forms of response to writing; and cultivation of metacognitive awareness about writing and writing processes.

WAC Student Learning Outcomes

At the completion of a series of Writing Across the Curriculum courses, students should:

- Use writing as an instrument of inquiry across a variety of writing situations, both formal and informal;
- Respond to and use responses to drafts in revision, and in this and other ways demonstrate metacognitive awareness about their writing
- Engage in writing that explores and responds to texts or other content in a discipline in ways that deepen student understanding, and communicate that understanding in rhetorically appropriate ways that provide information to others
- Make choices reflecting their awareness of purpose, audience, and the rhetorical context of the discipline in which they write
- Employ the forms of attribution appropriate to academic discourse.

The WAC Working Group recommends the following as part of the Core Proposal that:

- All students take the composition and rhetoric course in their first year;
- Students take 3 additional Writing Across the Curriculum (WAC) courses in the Core
- WAC courses offered in the Core will be taught by full-time faculty and be capped at twenty students
- To ensure that courses meet WAC Student Learning Outcomes, faculty interested in teaching WAC courses are expected to participate in a WAC faculty development seminar prior to proposing a WAC course and to participate in a faculty learning community/cohort during the semester they first offer a WAC course.
- Given the additional student learning outcomes faculty must meet in WAC courses, and because writing instruction requires additional contact hours with students in conference, WAC courses, though students enroll in three credits, will count in load for faculty as four credit courses, ensuring that those teaching WAC courses receive a course reassignment every third WAC course taught.

Social Justice

SOCIAL JUSTICE (SJ)

Definition: The Social Justice component of the Core Curriculum is rooted in our commitment as a Jesuit institution to educating the whole person, creating socially-conscious community members, encouraging students to view their world through a critical and informed lens, and working in service of others. Through integrated curricular and co-curricular learning experiences, students will develop a critical consciousness of self and society as it pertains to the multiple ways that power, inequity, and difference influence our values, worldviews, and lived experiences.

Requirements:

Students must take 3 SJ courses in the core :

A. One SJ1 course with these learning outcomes:

1. Identify values, beliefs, and practices of multiple cultures, worldviews, or perspectives.
2. Identify one’s own social identities and elements of one’s own culture.
3. Ask critical questions about assumptions, biases, or worldviews.

The course will also require at least one related on-campus event, administered via FYE swipe card process.

AND

B. Two SJ2 courses, at least 1 of which must have SJ2A designation, with these learning outcomes:

- 1a. Demonstrate understanding of the historical and contemporary context of race, class, and gender. **[These are SJ2A classes]**

OR

- 1b. Demonstrate understanding of the historical and/or contemporary context of power, inequity, and oppression. **[These are SJ2B classes]**
2. Articulate how social identities and cultural values intersect to influence different worldviews and experiences in a global society.
3. Analyze one's own social identities, cultural values and privilege.
4. Explore answers to critical social questions from multiple perspectives and a variety of resources.

The courses will also require at least one related on-campus event, administered via FYE swipe card process.

Students must take the SJ1 course before they can enroll in SJ2 courses.

* * * * *

Implementation:

In terms of rolling out the new core:

- A. In years 1-3 of rollout, students can take SJ classes in any order, if necessary. This gives us enough time to build courses and assess additional resources needed to ensure that students will be able to take SJ1 before SJ2 courses, which is the goal for SJ integration in the core.
- B. Beginning in year 4 of rollout, students must have SJ1 course before taking any SJ2 courses.

Optional additional learning outcomes:

[Put this info in the call for courses, the info sheet for faculty, appendix]

These learning outcomes involve moving a student toward acting to promote social justice—the ultimate goal of social justice education. These learning outcomes might be especially attractive to some service-learning and/or JUHAN courses.

5. Apply knowledge, awareness, and skills to problems of inequity and oppression.
6. Propose solutions to problems of inequity and oppression.
7. Commit to interrupting systems of power, privilege, and oppression.

Tier 2 Interdisciplinary Learning Experience

Definition & Student Outcomes

Interdisciplinary (ID) learners intentionally synthesize ideas, information, methods, and analytical and creative frameworks from multiple disciplines and experiences to form an integrated and more comprehensive understanding of any issue, event or artifact, and transfer learning to new situations.

By the end of an interdisciplinary course, students will demonstrate the ability to:

Outcome 1. Synthesize or draw conclusions by connecting examples, data, facts, or theories from more than one perspective or field of study;

Outcome 2. Meaningfully synthesize connections among experiences outside of the formal classroom (e.g., life experiences, service learning, study abroad, internship) to deepen understanding of fields of study and to critically examine their own points of view.

Outcome 3. Adapt and apply skills, theories or methodologies across disciplines to explore complex questions and address problems.¹

Implementation Plan

Courses

The interdisciplinary experience will be fulfilled during a particular semester² in one of four ways:

1. **Team-taught** ID single course co-taught by 2 faculty members. 3 credits. Counts for Core in ~~either~~ one core tier 2 area (but not in two even if the faculty teaching the course are both in core-offering departments ~~both~~). Both faculty members present in every class. 40 students cap.
 - a. *ID course counts for one 3-credit course in faculty load for both participating faculty members.*

¹ Outcomes adapted from the AAC&U Integrative Learning Value Rubric

² Thus, cluster courses have to be taken in the same semester.

- b. Possibility down the line of developing a 4-credit team-taught that counts in 2 Core areas. The advantage of this model for students would be 2 core areas accounted for with one extra hour of class meeting per week. This would mimic the current model for first-year courses in the Honors Program.*
2. **Cluster** of two ID courses taught by 2 faculty. 6 credits. Counts for Core in *both* departments if the faculty teaching the course are both in core-offering departments. Same 20 students enrolled in 2 different courses.
 - a. Each course counts for one 3-credit course in faculty load for both participating faculty members.*
 - b. Faculty to receive additional compensation (TBD) to attend both courses.*
3. **Single** ID course (in Core area) taught by individual faculty member. 3 credits. Counts for Core in one department.
4. **Single** ID course (outside of Core) taught by individual faculty member. 3 credits. Does *not* fulfill a Core requirement, but counts towards tier 2 ID requirement.

ID Course Identification & Vetting Process

Vetting Committee. Courses desiring ID designation must be approved by a UCC ID committee. This committee would follow the guidelines specified for UCC Advisory Committees specified in the JOR (p.17) and would consist of two representatives from each area of Tier 2 (Humanities, Social & Behavioral Sciences, Mathematics & Natural Sciences). Members will be appointed by the UCC following a call for nominations by the GFS.

Approval Criteria. The ID committee will create a rubric and an application process for evaluating potential ID courses that draws on the ID definition and student learning outcomes by the end of Spring 2017. In order to get ID designation, courses must demonstrate how students will be assessed on all three outcomes.

Approval Process. Proposals for ID courses will go through the normal process for course approval, and for core approval as appropriate, as specified in the JOR, in addition to the vetting process by the UCC ID committee. Proposals for team-taught courses go first to the relevant departments where they are approved as cross-listed courses (if desired) and approved (or not) for core (and to Natural Science Core Subcommittee or the Social Science Core Subcommittee, where appropriate), then to the ASCC, and then to the ID

committee ~~and the UCC~~. The UCC ID subcommittee will recommend ID courses to the UCC, which will then make all final approvals. Approved ID courses will be recognized in Banner with a new ID tag. This process is consistent with the current course approval process in the CAS, with the additional step added along the way for ID consideration.

A plan for assessment of the ID requirement needs to be developed.

Faculty Development & Incentives

The plan below for faculty development could easily (and we would hope would) include faculty interested in developing social justice courses. We expect that, given the interdisciplinary nature of social justice issues, ID courses may in some cases also incorporate the learning objectives required by social justice courses.

The first year of faculty development (AY 16-17) will be dedicated to the early adopters/champions of interdisciplinary learning.

In December 2016, the ID advisory committee will partner with CAE to host an Interdisciplinary Learning Event. The event will showcase examples of interdisciplinary course models (including presentations and example syllabi) and provide a “speed-dating” opportunity for interested faculty to get matched up with one another.

Interested faculty will be encouraged to apply (perhaps a 250-word essay) for the opportunity to participate in an ID course design workshop in May 2017. The twenty faculty members accepted into the workshop will each receive a stipend of \$3,000 (funded by the 75th Anniversary Grant & Davis Grant).

Faculty members participating in the first cohort will be expected to (1) submit a course to the appropriate curriculum committees in Fall 2017 and teach their interdisciplinary course in Spring 18 or Fall 18; (2) open their ID classroom to faculty members interested in interdisciplinary learning; and (3) mentor a new faculty member (or an interdisciplinary team) who enrolls for the second year of the course development program.

In 2017-2018, support a second cohort of faculty to develop ID courses, using the year-one model above. Second year will need to be funded by Davis Grant.

Some lingering issues: Incoming co-directors of the Honors program must consider how this plan will interact with the Honors program. Will we have enough faculty to have a team-taught model in both programs?

As with the current Honors program, these interdisciplinary experiences are enhanced by extra-curricular activities, field trips, guest lectures, etc.

The plan and budget for ongoing faculty development (past year 2) will need to be determined after year one of implementation.

We have thought about how the SJ and ID courses might overlap and find common cause. We will also want to consider how the WAC learning goals can be reinforced for students in these Tier 2 ID courses.

If there is a COS, what role will ID thinking and learning outcomes play in that experience for students? How will the COS help to prepare students to 1) seek out interdisciplinary and integrative connections between all of their core courses, between their core and their major courses, and among all of their college learning experiences, and 2) make the most of the one designated Tier 2 ID course?

WAC/SJ/ID Courses Required Per Academic Year

WAC Course Breakdown

(20 students per section)

	Freshman	Sophomore	Junior	Senior	# WAC Courses/Year
Year 1	1000	-	-	-	50
Year 2	1000	900	-	-	95
Year 3	1000	900	850	-	138
Year 4	1000	900	850	800	138
Year X	<i>Roughly 3,000 Freshman, Sophomore, and Juniors</i>				150

SJ Course Breakdown

(25 students per section)

	Freshman	Sophomore	Junior	Senior	# SJ Courses/Year
Year 1	1000	-	-	-	40
Year 2	1000	900	-	-	76
Year 3	1000	900	850	-	110
Year 4	1000	900	850	800	110
Year X	<i>Roughly 3,000 Freshman, Sophomore, and Juniors</i>				120

*# WAC & SJ courses has been calculated so that each student could take at least 1 WAC & SJ course. There is also an assumption that the WAC requirement will be completed by their Junior year

**The numbers above are only an assumption and are LOW. We average roughly 3,000 Freshman, Sophomore, and Juniors in the past 5 years. Year X takes that estimate into account

ID Course Breakdown

(25 students per section)

	Freshman	Sophomore	Junior	Senior	# ID Team Taught or Paired Courses/Year
Year 1	1000	-	-	-	10
Year 2	1000	900	-	-	19
Year 3	1000	900	850	-	28
Year 4	1000	900	850	800	36
Year X	<i>Roughly 3,000 Freshman, Sophomore, and Juniors</i>				40

* ID courses have been calculated so that each year 1/4 of students will take their required ID course(s)

Calculations by the Department of Institutional Research & Center for Academic Excellence

Appendices to Proposal for New Undergraduate University Core Curriculum A37
UNDECLARED STUDENT
SAMPLE 4-YEAR ACADEMIC PLAN
INCORPORATING PROPOSED REVISED UNIVERSITY CORE
(Total: 40 courses, 120 credits)

	FALL	SPRING
<u>FIRST YEAR</u>	<ul style="list-style-type: none"> • EN 10 • PH 101 • HI 10 • MATH (tier 1) • LANGUAGE 	<ul style="list-style-type: none"> • EN 1XX • RS 101 • SO 162 (tier 2) • MATH (tier 2) • LANGUAGE <p>TIER ONE COMPLETE</p>
<u>SOPHOMORE YEAR</u>	<ul style="list-style-type: none"> • TA 11 • HI 262 • NATURAL SCIENCE • CO 100 • MU 101 <p>TIER TWO COMPLETE/CORE COMPLETE</p>	<ul style="list-style-type: none"> • MAJOR COURSE • SECOND MAJOR • ELECTIVE • ELECTIVE • ELECTIVE <p>STUDY ABROAD</p>
<u>JUNIOR YEAR</u>	<ul style="list-style-type: none"> • MAJOR COURSE • MAJOR COURSE • SECOND MAJOR • SECOND MAJOR • ELECTIVE 	<ul style="list-style-type: none"> • MAJOR COURSE • MAJOR COURSE • SECOND MAJOR • SECOND MAJOR • ELECTIVE
<u>SENIOR YEAR</u>	<ul style="list-style-type: none"> • MAJOR COURSE • MAJOR COURSE • SECOND MAJOR • SECOND MAJOR • ELECTIVE 	<ul style="list-style-type: none"> • MAJOR COURSE • MAJOR COURSE • SECOND MAJOR • SECOND MAJOR • ELECTIVE

Color Key:

- MAJOR (assumes one counting from core)
- Second Major (assumes one counting from core)
- ELECTIVE – these could easily be used to be a minor or more courses in a major.

• **FOUNDATIONAL AREAS**

- COMPOSITION & RHETORIC 1 COURSE (EN 10)
- WRITING ACROSS THE CURRICULUM 3 COURSES
- SOCIAL JUSTICE 3 COURSES
- INTERDISCIPLINARY 1 COURSE

Appendices to Proposal for New Undergraduate University Core Curriculum A38
COMMUNICATION (10 courses)/DIGITAL JOURNALISM (12 courses) DOUBLE MAJOR

Graphic Design and FTM minors

SAMPLE 4-YEAR ACADEMIC PLAN

INCORPORATING PROPOSED REVISED UNIVERSITY CORE

(Total: 40 courses, 120 credits)

	FALL	SPRING
FIRST YEAR	<ul style="list-style-type: none"> • EN 10 • PH 101 • HI 10 • MATH (tier 1) • LANGUAGE 	<ul style="list-style-type: none"> • EN 1XX/SECOND MAJOR • CO 100 (tier 2) • CO 101 • MATH (tier 2) • LANGUAGE
SOPHOMORE YEAR	<ul style="list-style-type: none"> • FTM 11/SECOND MAJOR/FTM minor • HI 262 • NATURAL SCIENCE • CO 130 • RS 101 <p>TIER ONE COMPLETE</p>	<ul style="list-style-type: none"> • CO 200 • ENW 220 • AY 152 (SS #2) • EN 2XX/SECOND MAJOR • FTM 232/FTM minor <p>TIER TWO COMPLETE/CORE COMPLETE</p>
JUNIOR YEAR	<ul style="list-style-type: none"> • CO 231/SECOND MAJOR • CO 238 • ENW 221 • FTM/FTM • EN 3XX/SECOND MAJOR <p>TIER TWO COMPLETE/CORE COMPLETE</p>	<ul style="list-style-type: none"> • CO 239 • STUDIO ART • ENW 321 • FTM/FTM • AE 281/SECOND MAJOR
SENIOR YEAR	<ul style="list-style-type: none"> • CO 309 • CO 399 • FTM • STUDIO ART • Graphic Design I 	<ul style="list-style-type: none"> • CO 333/SECOND MAJOR • FTM • ENW 345 • ELECTIVE • Graphic Design II

Color Key:

- **Comm Major**
- **Digital Journalism Major**
- **Graphic Design minor**
- **FTM minor**

• **FOUNDATIONAL AREAS**

- **COMPOSITION & RHETORIC** **1 COURSE (EN 10)**
- **WRITING ACROSS THE CURRICULUM** **3 COURSES**
- **SOCIAL JUSTICE** **3 COURSES**
- **INTERDISCIPLINARY** **1 COURSE**

Appendices to Proposal for New Undergraduate University Core Curriculum A39
PSYCHOLOGY/MUSIC DOUBLE MAJOR
SAMPLE 4-YEAR ACADEMIC PLAN
INCORPORATING PROPOSED REVISED UNIVERSITY CORE
(Total: 40 courses, 120 credits)

	FALL	SPRING
FIRST YEAR	<ul style="list-style-type: none"> • EN 10 • PH 101 • PY 101 (tier 2) • MATH (tier 1) • LANGUAGE 	<ul style="list-style-type: none"> • EN 1XX • RS 101 • HI 10 • MATH (tier 2) • LANGUAGE <p>TIER ONE COMPLETE</p>
SOPHOMORE YEAR	<ul style="list-style-type: none"> • PY 212 • PY 261 • MU 101 and 2nd major • PH 200 • Natural Science (BIO) 	<ul style="list-style-type: none"> • PY 201 • ELECTIVE • AY 152 • MU 120 and WAC • HI 252 <p>TIER TWO COMPLETE/CORE COMPLETE</p>
JUNIOR YEAR	<ul style="list-style-type: none"> • PY 202 • PY 231 • MU 150 • MU 104 • ELECTIVE • MU 96 (2 credits) 	<ul style="list-style-type: none"> • PY 232 • PY 251 • MU 250 • MU 201 • ELECTIVE • MU 96 (2 credits)
SENIOR YEAR	<ul style="list-style-type: none"> • PY SR Seminar • PY 262 • MU 305 • ELECTIVE • ELECTIVE • MU 96 (2 credits) 	<ul style="list-style-type: none"> • MAJOR COURSE • MAJOR COURSE • MU 311 • ELECTIVE • ELECTIVE

Color Key:

- MAJOR (assumes one counting from core)
- Second Major (assumes one counting from core)
- ELECTIVE – these could easily be used to be a minor or more courses in a major.

• **FOUNDATIONAL AREAS**

- | | |
|---------------------------------|------------------|
| ○ COMPOSITION & RHETORIC | 1 COURSE (EN 10) |
| ○ WRITING ACROSS THE CURRICULUM | 3 COURSES |
| ○ SOCIAL JUSTICE | 3 COURSES |
| ○ INTERDISCIPLINARY | 1 COURSE |

Sample Student Schedule: Biology

Scenario 1: Typical

First Year	Fall	Spring	
	BI 170	BI 171	
	CH 111	CH 112	
	MA 119 (Tier 1)	MA 217	
	Language (Tier 1)	Language (Tier 1)	
	EN10 (Tier 1) WAC	Tier 1 Hu (1) SJ	
	Credits: 17	Credits: 17	Total: 34

Second Year	Fall	Spring	
	BI 172	BI elective with lab	
	CH 111	CH 112	
	*PS 115	*PS 116	
	Tier 1 Hu-(2) WAC	Tier 1 Hu (3) SJ	
	Elective	Tier 1 Hu (4)	
	Credits: 18	Credits: 18	Total: 36

Third Year	Fall	Spring	
	BI elective with lab	BI elective with lab	
	BI elective	Tier 2 - So/Be (2)	
	Tier 2 So/Be (1) WAC	Tier 2- Hu (1) SJ	
	Elective	Elective	
	Elective	Elective	
	Credits: 16	Credits: 16	Total: 32

Fourth Year	Fall	Spring	
	BI Senior Capstone Seminar	BI elective	
	BI elective with lab	Tier 2 –Hu (3) ID	
	Tier 2 Hu (2) WAC	Tier 2 –Hu (4) SJ	
	Elective	Elective	
	Elective	Elective	
	Credits: 16	Credits: 15	Total: 31
			Sum: 133 credits

Scenario 2: Study Abroad, Junior Year

First Year	Fall	Spring	
	BI 170	BI 171	
	CH 111	CH 112	
	MA 119 (Tier 1)	MA 217 or MA 120	
	Language (Tier 1)	Language (Tier 1)	
	EN10 (Tier 1) WAC	Tier 1 Hu (1) SJ	
	Credits: 17	Credits: 17	Total: 34
Second Year	Fall	Spring	
	BI 172	BI elective with lab	
	CH 111	CH 112	
	*PS 115	*PS 116	
	Tier 1 Hu-(2) WAC	Tier 1 Hu (3) SJ	
	Elective	Tier 1 Hu (4)	
	Credits: 18	Credits: 18	Total: 36
Third Year	Fall	Spring	
Year 3	Study Abroad Elective	BI elective with lab	
	Study Abroad Elective	BI elective	
	Study Abroad Elective	Tier 2 - So/Be (2)	
		Tier 2- Hu (1) SJ	
		Elective	
	Credits: 9	Credits: 16	Total: 25
Year 4	Fall	Spring	
	BI Senior Capstone	BI elective with lab	
	BI elective with lab	BI elective	
	Tier 2 Hu (2)	Tier 2 –Hu (4) ID	
	Tier 2 Hu (3) WAC	Tier 2 –Hu or So/Be SJ	
	Elective	Elective	
	Credits: 16	Credits: 16	Total: 32
			Sum: 127 *

Scenario 2: Students would have to pick up two addl. credits somewhere to get to the required 129

Sample Student Schedules: Chemistry

BS in Chemistry, ACS Certified Curriculum

First Year	Fall	Spring		
CH 111-112: General Chemistry I and II	3	3		
CH 111L-112L: General Chemistry I and II Lab	1	1		
MA 145-146: Calculus I and II or MA 171-172: Calculus I and II	4	4		
PS 115-116: General Physics I and II	3	3		
PS 115L-116L: General Physics I and II Lab	1	1		
Core courses	6	6	Fall: 1 Lanq, En 10 (SJ1)	Sp: 2nd Lang, Tier 1 Hum1, 1st WAC

Second Year	Fall	Spring		
CH 211-212: Organic Chemistry I and II	3	3		
CH 211L-212L: Organic Chemistry I and II Lab	1	1		
CH 222: Chemical Analysis		3		
CH 222L: Chemical Analysis Lab		1		
MA 245: Calculus III or MA 273: Multivariable Calculus	4			
Core courses and electives	9	9	Fall: Two Tier 1 Humanities, 1 Tier 2 Humanities (2nd WAC)	Spring: 4th Tier 1 Hum, 2 Tier 2 Humanities (3rd WAC, 2nd SJ)

Third Year	Fall	Spring		
CH 261-262: Physical Chemistry I and II	3	3		
CH 261L-262L: Physical Chemistry I and II Lab	1	1		
MA 251: Ordinary Differential Equations	3			
CH 326: Chemical Instrumentation*	3			
CH 326L: Instrumental Analytical Chemistry Lab*		3		
Core courses and electives	6	9	Fall: 1 tier 1 hum, 1 soc/beh sci (Interdisciplinary)	Spring: Any Tier 2 SJ course that works

Fourth Year	Fall	Spring		
CH 341: Advanced Inorganic Chemistry*	3			
CH 341L: Advanced Inorganic Chemistry Lab*	2			
CH/BI 324: Biochemistry I*		3		
CH/BI 324L: Biochemistry Lab*		1		
CH 398: Research and Seminar	3	3		
Core courses and electives	9	9	1 Soc/Beh Sci as needed could be WAC/SJ/IntD to resolve conflicts)	
<i>* May be taken either Junior or Senior Year</i>				

BS in Biochemistry

First Year	Fall	Spring		
CH 111-112: General Chemistry I and II	3	3		
CH 111L-112L: General Chemistry I and II Lab	1	1		
BI 170-171: General Biology I and II + Lab	4	4		
MA 145-146: Calculus I and II or MA 171-172 Calculus I and II	4	4		
Core courses	6	6	Fall: 1 Lanq, En 10 (SJ1)	Sp: 2nd Lang, Tier 1 Hum1, 1st WAC

Second Year	Fall	Spring		
CH 211-212: Organic Chemistry I and II	3	3		
CH 211L-212L: Organic Chemistry I and II Lab	1	1		
BI 172: General Biology III + Lab	4			
CH 222: Chemical Analysis		3		
CH 222L: Chemical Analysis Lab		1		
PS 115-116: General Physics I and II	3	3		
PS 115L-116L: General Physics I and II Lab	1	1		
MA 245: Calculus III or MA 273: Multivariable Calculus or MA 217: Accelerated Statistics	4 or 3			
Core Courses & Electives	3	6	Fall: 2nd Tier 1 Humanities	Spring: 3rd, 4th Tier

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Third Year	Fall	Spring		
CH 261-262: Physical Chemistry I and II	3	3		
CH 261L-262L: Physical Chemistry Lab	1	1		
CH/BI 324: Biochemistry I		3		
CH/BI 324L: Biochemistry Lab*		1		
Biology Elective	3(4)			
Core courses and electives	6	9	Fall: 2 Tier 2 Humanities (2nd WAC, 1st SJ)	Spring: 4th Tier 1 Hum, 2 Tier 2 Humanities (3rd WAC, 2nd SJ)

Senior Year	Fall	Spring		
CH/BI 325: Biochemistry II	3			
CH/BI 325L: Biochemistry Lab*	1			
Chemistry elective	3(5) or	3		
Core courses and electives	9	9	Fall: 3rd Tier 2 Hum (3rd SJ), 1st Beh. Soc. Sci (IntD course)	Sp: Any as needed to resolve conflicts
<i>* Biochemistry Lab is taken only once, consecutively with CH/BI 324 or CH/BI 325</i>				
Chemistry Electives			ACS Certification BS Biochem would have to move 2 courses into this final semester	

One of the following taken during Junior or Senior Year. Note: A student pursuing a Biochemistry Major who takes both chemistry electives is eligible for ACS* certification.

Course	Credits
CH 326: Chemical Instrumentation	3
CH 326L: Instrumental Analytical Chemistry Lab	3
or	
CH 341: Advanced Inorganic	3
CH 341L: Advanced Inorganic Lab (highly recommended)	2
Biology Electives (one of the following)	
BI 261: Genetics lecture and lab	
BI 327: Cell Biology lecture and lab	
BI 342: Developmental Biology lecture and lab	
BI 352: Fundamentals of Microbiology lecture and lab	
BI 354: Molecular Biology lecture	
BI 356: Immunology lecture	
BI 357: General Virology lecture	
BI 358: Recombinant DNA Technology lab	
BI 375: Biochemical Ecology lecture and lab	

Sample Student Schedule: Physics

First Year	Fall Credits	Spring Credits
PS 115-116 General Physics I and II	3	3
PS 115L-116L General Physics I and II, Lab	1	1
MA 145-146 Calculus I and II (1=Tier 1)	4	4
EN 10 Tier 1	3	
Religious Studies Tier 1 (SJ)		3
History Tier 1 (WAC)	3	
Modern or Classical Language Tier 1	3	3
Art or Literature Tier 1		3
TOTAL	17	17

Second Year	Fall Credits	Spring Credits
PS 285 Modern Physics	3	
PS 204 Modern Experimental Methods, Lab		2
PS 226 Classical Mechanics		3
PS 215 Computational Physics		3
MA 245 Calculus III (also Tier 2)	4	
MA 245 Ordinary Differential Equations		3
Philosophy Tiers 1 & 2 (1 course=WAC)	3	3
History Tier 2 (SJ)	3	
Natural Science Tier 2	3	
Social/Behavioral Science Tier 2		3
TOTAL	16	17

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Third Year	Fall Credits	Spring Credits
PS 271 Electricity and Magnetism I	3	
PS 214 Thermal and Statistical Physics	3	
PS 222 Modern Optics		3
PS 206 Modern Optics, Lab		1
Physics Elective		3
CH 111-112 General Chemistry I and II	3	3
CH 111L-112L General Chemistry I and II, Lab	1	1
MA 332 Partial Differential Equations		3
Social/Behavioral Science Tier 2 (WAC)		3
Elective	3	
Elective	3	
TOTAL	16	17

Fourth Year	Fall Credits	Spring Credits
PS 386 Quantum Mechanics	3	
Physics Electives		6
PS 391-391 Physics Capstone	1	3
Interdisciplinary Courses	6	
History/Religious Studies/Art or Literature Tier 2 (SJ)		3
Free Elective		3
TOTAL	10	15

Appendices to Proposal for New Undergraduate University Core Curriculum A49
DOLAN SCHOOL OF BUSINESS
SAMPLE 4-YEAR ACADEMIC PLAN
INCORPORATING PROPOSED REVISED UNIVERSITY CORE
(Total: 41 courses, 123 credits)

	FALL	SPRING
FIRST YEAR	<ul style="list-style-type: none"> • AC 11 • EC 11 • MATH (MA 119) • EN 10 • LANGUAGE TOTAL: 5 courses, 15 credits	<ul style="list-style-type: none"> • AC 12 • EC 12 • MATH (MA 217) • IS 100 • LANGUAGE TOTAL: 5 courses, 15 credits
SOPHOMORE YEAR	<ul style="list-style-type: none"> • MK 101 • OM 101 • HUMANITIES (i.e. RS - WAC) • HUMANITIES (i.e. PH - WAC) • NATURAL SCIENCE • SOCIAL SCIENCE (i.e. SO/PO, etc. - SJ) TOTAL: 6 courses, 18 credits	<ul style="list-style-type: none"> • MG 101 • FI 101 • HUMANITIES (i.e. EN LIT - SJ) • HUMANITIES (i.e. HI) • HUMANITIES (i.e. ARTS - WAC) TOTAL: 5 courses, 15 credits
JUNIOR YEAR	<ul style="list-style-type: none"> • BU 211 • MAJOR COURSE • MAJOR COURSE • HUMANITIES • FREE ELECTIVE TOTAL: 5 courses, 15 credits	<ul style="list-style-type: none"> • AE 291 • MAJOR COURSE • MAJOR COURSE • HUMANITIES (SJ) • FREE ELECTIVE TOTAL: 5 courses, 15 credits
SENIOR YEAR	<ul style="list-style-type: none"> • MG 300 • MAJOR COURSE • FREE ELECTIVE • FREE ELECTIVE • FREE ELECTIVE TOTAL: 5 courses, 15 credits	<ul style="list-style-type: none"> • BUSINESS ELECTIVE – REQUIRED • MAJOR COURSE • FREE ELECTIVE • FREE ELECTIVE • FREE ELECTIVE TOTAL: 5 courses, 15 credits

Color Key:

• **DSB CORE Courses (9) Required courses**

• **DSB MAJOR (6) Required Courses**

• **FOUNDATIONAL AREAS**

- **COMPOSITION & RHETORIC** **1 COURSE (EN 10)**
- **WRITING ACROSS THE CURRICULUM** **3 COURSES**
- **SOCIAL JUSTICE** **3 COURSES**
- **INTERDISCIPLINARY** **1 COURSE**

Notes:

- DSB requires both EC 11 (Microeconomics) and EC 12 (Macroeconomics). This does not meet the proposed Tier 2 requirement (i.e. 2 social science courses in 2 distinct and separate disciplines) so DSB students will need to take an additional social science course in a discipline other than EC. This requirement will enable students to explore other social science disciplines (i.e. PY, SO, PO) leading, perhaps, to a social science minor in the College to compliment the major of study in the DSB.
- DSB requires AE 291 (Business Ethics).
- The DSB Math Requirement is 2 semesters: One must be a Calculus course at the *minimum* MA 119 (Applied Calculus I) level; the other must be MA 217 (Accelerated Statistics). Students with weaker math backgrounds take MA 11 (Pre-Calculus). MA 11 does not satisfy the DSB's Calculus requirement and, therefore, these students will need to use a Free Elective to take MA 11.
- The revised core will leave most students with 8 "Free Electives", providing our students with the flexibility to complete a second major or a minor. (If the 2nd major or minor are in a DSB discipline, then the student may use the required Business Elective towards the completion of either.)
 - A student may also use the Free Electives towards the completion of the Pre-Health curriculum (*BI = 2 semesters; CH = 4 semesters; PS = 2 semesters; social science course approved by Geoff Church*). DSB students choosing to complete the Pre-Health concentration will likely NOT be able to complete any additional major(s) or minor(s) in the 8 traditional fall/spring semesters (without summer/winter intercession study or a significant number of AP/Transfer credits).

DSB Students

FALL	SPRING
AC 11 MA 119 FL EN 10 EC 11 CH111 +/-BI170	AC 12 IS 100 MA 217 FL EC 12 CH112 +/-BI171
MK 101 OM 101 SS (SJ) PY101 PH 101 (WAC) NS CH211 + BI170	MG 101 FI 101 RS (WAC) En Lit (SJ) Arts (WAC) CH212 + BI171
BU 211 Major Major Humanities Elective Elective PS15 w/option of (CH325)	AE Major Major Humanities (SJ) Elective PS16 + CH324/or 325 (if not fall)
MG 300 Major Elective Elective Elective	BU Elective Major Elective Elective Elective

DSB requires one BU elective (noted in Spring senior year), which can be applied to another major or minor in DSB or be an internship.

DSB requires 4 electives – these can be MA 11 (if a student needs it), EC 12, AE and another course that can count towards another major or minor in any school.

With a revised core, this leaves 9 courses for a student to complete to reach 41 courses/123 credits. These can be the pre-health requirements (Bi, 2xCH, PS) and they would take a Geoff-approved course for their social science core. A pre-health DSB student cannot double major or minor – only a single major + pre-health requirements.

This also makes is very easy for a student to double major in DSB and CAS, so if Econ stays in the college, it is now an easy double major, similarly math or anything else!

DSB Students

FALL

SPRING

AC 11 MA 119 FL EN 10 EC 11 CH111	AC 12 IS 100 MA 217 FL EC 12 CH112
MK 101 OM 101 SS (SJ) PY101 PH 101 (WAC) NS CH211	MG 101 FI 101 RS (WAC) En Lit (SJ) Arts (WAC) CH212
BU 211 Major Major Humanities Elective Elective BI170	AE Major Major Humanities (SJ) Elective BI171
MG 300 Major Elective Elective Elective PS15 w/option of (CH325)	BU Elective Major Elective Elective Elective PS16 + either CH324/or 325 (if none taken in fall)

DSB requires one BU elective (noted in Spring senior year), which can be applied to another major or minor in DSB or be an internship.

DSB requires 4 electives – these can be MA 11 (if a student needs it), EC 12, AE and another course that can count towards another major or minor in any school.

With a revised core, this leaves 9 courses for a student to complete to reach 41 courses/123 credits. These can be the pre-health requirements (Bi, 2xCH, PS) and they would take a Geoff-approved course for their social science core. A pre-health DSB student cannot double major or minor – only a single major + pre-health requirements.

This also makes is very easy for a student to double major in DSB and CAS, so if Econ stays in the college, it is now an easy double major, similarly math or anything else!

Mech Eng + ABET Req + New Core - FL - GE

Term	Course	Name	Credits	Term
Fall 1	EG 31	Fund of Eng.	3	Fall 1
	Tier I-1	EN10	3	
	Tier I-3	Calculus 1	4	
	Tier II-3	Physics 15	3	
		Physics I Lab	1	
	Tier I-2	History	3	
	Total		17	
Spring 1	EG 145	Mathematical Analysis	3	Spring 1
	Tier II-3	Physics 16	3	
		Physics II Lab	1	
	MA 146	Calculus 2	4	
	CS 131	Programming Workshop 1	4	
	CD211	Engineering Graphics 1	3	
	Total		18	
Fall 2	MA 245	Calculus 3	4	Fall 2
	ME 201	Statics	3	
	CH 111 +L	Inorganic Chemistry 1	4	
	MF 207	Materials Science	3	
	ME 206L	Mechanics Lab	1	
	Tier II-1	History	3	
	Total		18	
Spring 2	ME 203	Kinematics & Dyn	3	Spring 2
	ME 307L	Dynamics Lab	1	
	ME 308	Strength Materials	3	
	MA 251	Ord. Differential Eqns	3	
	Tier II-1	Phil	3	
	Tier I-2	Arts & Literature	3	
	Total		16	

Mech Eng + New Core + ABET Req

EG 31	Fund of Eng.	3
Tier I-1	EN10	3
Tier I-3	Calculus 1	4
Tier II-3	Physics 15	3
	Physics I Lab	1
Tier I-2	History	3
	Total	17
EG 145	Mathematical Analysis	3
Tier II-3	Physics 16	3
	Physics II Lab	1
MA 146	Calculus 2	4
CS 131	Programming Workshop 1	4
CD211	Engineering Graphics 1	3
	Total	18
MA 245	Calculus 3	4
ME 201	Statics	3
CH 111 +L	Inorganic Chemistry 1	4
MF 207	Materials Science	3
ME 206L	Mechanics Lab	1
Tier II-1	History	3
	Total	18
ME 203	Kinematics & Dyn	3
ME 307L	Dynamics Lab	1
ME 308	Strength Materials	3
MA 251	Ord. Differential Eqns	3
Tier II-1	Phil	3
Tier I-2	Arts & Literature	3
	Total	16

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Fall 3	EE 213 +L	Intro Electric Circuits 1	4	Fall 3
	ME 241	Thermodynamics	3	
	ME 311	Machine Design	3	
	Tier II-2	Economics	3	
	Tier II-1	Arts & Literature	3	
	Total		16	
Spring 3	ME 318	Finite Elem. Anlys.	3	Spring 3
	ME 342	Applications Thermo	3	
	ME 347	Fluid Mechanics	3	
	ME 348L	Thermal Fluids Lab	1	
	Tier I-2	Religious	3	
	Tier I-2	Philosophy	3	
	Total		16	
Fall 4	MC 290	Engr. System Dynamics	3	Fall 4
	ME EL1	ME Major Elective 1	3	
	ME 349	Heat Transfer	3	
	EG 390	Senior Design 1	3	
	ME 350L	Energy Transfer Lab	1	
	Tier II-2	Communication	3	
	Total		16	
Spring 4	AE 287	Engineering Ethics (ABET Req)	3	Spring 4
	ME EL2	ME Major Elective 2	3	
	EG 391	Senior Design 2	3	
		Math/Sci (ABET Req):MA332	3	
		Math/Sci (ABET Req)	3	
	Total		15	
Mechanical Engr Total			132	

Workable schedule assumes:
 High School foreign language equivalency
 No general electives

Tier I-4	TI Foreign Language	3
EE 213 +L	Intro Electric Circuits 1	4
ME 241	Thermodynamics	3
ME 311	Machine Design	3
Tier II-2	Economics	3
Tier II-1	Arts & Literature	3
	Total	19
ME 318	Finite Elem. Anlys.	3
ME 342	Applications Thermo	3
ME 347	Fluid Mechanics	3
Tier I-4	TI Foreign Language	3
ME 348L	Thermal Fluids Lab	1
Tier I-2	Religious	3
Tier I-2	Philosophy	3
	Total	19
MC 290	Engr. System Dynamics	3
ME EL1	ME Major Elective 1	3
ME 349	Heat Transfer	3
GE1	General Elective 1	3
EG 390	Senior Design 1	3
ME 350L	Energy Transfer Lab	1
Tier II-2	Communication	3
	Total	19
AE 287	Engineering Ethics (ABET Req)	3
ME EL2	ME Major Elective 2	3
GE2	General Elective 2	3
EG 391	Senior Design 2	3
	Math/Sci (ABET Req):MA332-PDE	3
	Math/Sci (ABET Req)	3
	Total	18
Mechanical Engr Total		144

Schedule with all requirements

Sample Student Schedule: Nursing

First Year	Fall	Spring	Credits
	BI 107 (Nat Science #1 Tier 2)	BI 108	
	MA 16 (Tier 1 MA)	CH 84 (Nat Science #2 Tier 2)	
	EN 10 (Tier 1) WAC	NU 110	
	Humanities HI (#1--Tier 1)	Modern Lang/classical lang (#2 in Tier 1)	
	Modern Lang/classical lang (#1 in Tier 1)	Humanities PH (#2-In Tier 1) SJ	
	16	17	Total: 33

Second Year	Fall	Spring	Credits
	NS 112	NS 270	
	NS 303	NS 272	
	PY 111 (Social/Behav Science #1 Tier 2)	BI 151	
	MA 17	Humanities Arts and Lit (#4-Tier 1) Interdisciplinary	
	Humanities RS (#3 in Teir 1) WAC	Humanities HI (#1 in Tier 2)WAC/SJ	
	15	18	Total: 33

Third Year	Fall	Spring	Credits
	NS 301	NS 310	
	NS 305	NS 312	
	NS 307	NS 314	
	Humanities PH (#2 in Tier 2) WAC	AE (Ethics)	
	Humanities RS (#3 in Tier 2) SJ		
	17	15	Total:32

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Fourth Year	Fall	Spring	
	NS 323	NS 321	
	NS 325	NS 330	
	Soc/Behav Science (#2-CO, EC, PO, or SO; NOT PY, Tier 2)	NS 332	
	Free elective	Free elective	
		Free elective	
	15	17	Total: 32
			Sum: 130