

A proposed revised Core Curriculum for Santa Clara University

Prepared by the Core Curriculum Revision Committee

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Preface

In this report we propose a revised Core Curriculum for Santa Clara University that builds on the university's strengths to advance its mission in the future. Santa Clara University graduates, whole persons of competence, conscience and compassion educated in the Jesuit tradition, are needed now more than ever to help serve, lead, and improve a troubled world. Because the Core provides the common learning experience that unites all Santa Clara students, it is especially important for preparing them to be effective and ethical professionals, citizens, and individuals.

To this end, we propose:

- a revised mission and a new set of common learning goals for the Core, which provide greater clarity about what all students need to learn;
- a new structure of curriculum requirements for meeting these goals that offers a more common and coherent experience to students across the university, that fosters more thoughtful and intentional course selection by students, and that provides more opportunities for interdisciplinary, experiential, and civic education.

Our ability to prepare today's students for tomorrow's world will require adequate funding. To offer an ever-higher quality of education to new generations of undergraduates, what is most needed is renewed investment in the faculty, including support for curriculum and professional development to allow existing faculty members to contribute to a new Core. Additional faculty may also have to be hired, after evaluation of staffing implications of a revised Core.

This proposal is the product of a dialogue between the Core Curriculum Revision Committee and Santa Clara's faculty, administrators, and students. In our experience, this discussion has worked best when we:

- focus primarily on what we feel all students need to learn, rather than solely on what students most want to take or faculty most want to teach;
- display respect for the contributions that different disciplines can make to the education of the whole person, rather than advocating for a particular discipline;
- remain open to exploring multiple ways to satisfy sometimes conflicting interests of the Core's many constituencies on campus;
- think creatively about new opportunities for students and faculty that a Core revision can offer, while remaining realistic about what the Core can achieve.

In this spirit, we invite you to continue the dialogue through your comments on this proposal so that we can move forward toward refining and approving a new Core this academic year.

Outline

The proposed revision of the Core Curriculum at Santa Clara University divides the Core Curriculum into three phases of coursework designed to foster more developmental learning and coherence. The first phase, called *Orientations*, consists of five courses normally taken in the first year that introduce students to the process and expectations for university-level education. This phase helps students begin to set their own goals for learning, preparing them to make thoughtful choices in the Core, their majors, and extracurricular activities. The second phase, called *Foundations*, includes six courses that strengthen students' understanding of a broad range of knowledge and methods needed for effective participation in contemporary life. The third phase, *Explorations*, allows students to choose coursework on a common theme, or Pathway, that help students to integrate and focus their learning about a major area of knowledge. The choice of Pathways and of courses within them is designed to foster active, intentional learning that complements the majors and encourages the application of knowledge in the world. Each Pathway addresses how the common theme is illuminated and analyzed by questioning and exploring issues of diversity, ethics, religion, and civic engagement. Pathways also will include experiential learning and writing components.

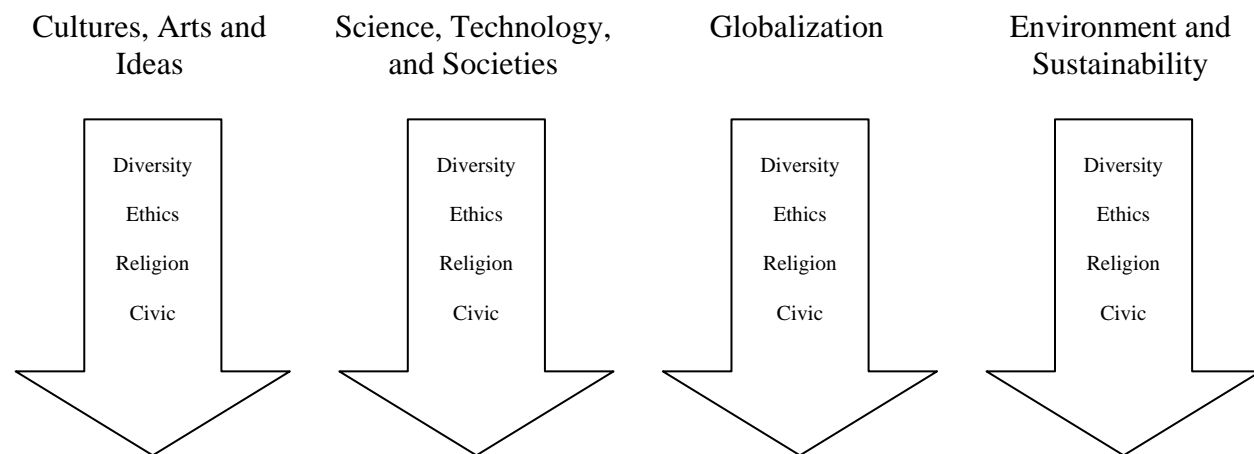
Orientations

- Critical Thinking and Writing I
- Critical Thinking and Writing II
- Cultures and Ideas I
- Cultures and Ideas II
- Religion, Theology and Culture

Foundations

- Religion, Theology and Culture
- Arts
- Language
- Mathematics
- Science and Technology
- Scientific Method (two courses)

Explorations



Core Mission and Goals

Mission of the Santa Clara University Core

The Core Curriculum fosters the knowledge, habits of mind, and engagement with the world that make distinctive a Santa Clara University education. A university expresses its most basic values in its core curriculum, that part of an undergraduate education shared by all students. As a Jesuit, Catholic university, Santa Clara University promotes rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world. The Core Curriculum provides the opportunity for all students to develop these qualities and abilities together.

Santa Clara University's Core Curriculum seeks to foster in students a spirit of informed, grounded, and purposeful engagement with an increasingly complex and interdependent world. The Core encourages and enables students to become citizens of competence, conscience, and compassion.

The breadth of the Core—requiring students to engage in many disciplines—helps students discover hidden capabilities and complement existing competencies. The Core develops in students the foundations of *knowledge* of the world in which they live, a set of life-long *habits of mind* that enable them to participate in this world, and an *engagement with the world* devoted to discovering oneself through committed service to the common good.

Knowledge

To be prepared for *well-informed* engagement in society, students must comprehend what has shaped the world they have inherited, the evolving ways of understanding it, and how they might transform it for the better. To that end, the Core deepens students' knowledge of the most profound ideas and ways of knowing that emerge from the arts, humanities, natural and social sciences. Students develop a greater understanding of:

- **Global Cultures:** The intertwined development of western and other world cultures, ideas, institutions, and religions
- **The Scientific Method:** The principles of the scientific method and how to apply them in the natural and social sciences
- **The Arts:** The production, interpretation, and social influence of the arts
- **Science and Technology:** The formative influences, dynamics, social impacts, and ethical consequences of scientific and technological development
- **Diversity:** The diversity of human experiences, identities, and interpretations of social life within societies
- **Civic life:** The roles, rights, and responsibilities of citizens and institutions in societies and in the world

Habits of Mind

To contribute to a *rapidly changing, complex and interdependent* world, students must develop ways of thinking and acting that allow them to educate themselves for the rest of their lives with

passion and purpose. Through this honing of the mind, the Core enables students to think more deeply, communicate more clearly, and collaborate more effectively. Students learn:

- **Critical Thinking:** The ability to identify, reflect upon, evaluate, integrate, and apply different types of information and knowledge to form independent judgments
- **Quantitative Reasoning:** Analytical, logical and quantitative reasoning for problem-solving
- **Complexity:** An approach to understanding the world that appreciates ambiguity and nuance as well as clarity and precision
- **Perspective:** Seeking out the experience of different cultures and people, striving to view the world through their eyes
- **Collaboration:** The capacity to collaborate intellectually and creatively with diverse people
- **Communication:** Interacting effectively with different audiences, especially through writing, speech, and a second language

Engagement with the World

To engage the world in *meaningful* ways, students need opportunities to explore and refine self-knowledge in relation to others, especially the less fortunate. By encouraging reflection on the value and meaning of life, the Core enhances students' understanding of the integrity of their own life and the dignity inherent in the lives of others. The Core develops students' capacities for and commitment to:

- **Reflection:** Questioning and clarifying beliefs through critical inquiry into religion, faith and spiritual traditions
- **Ethical Reasoning:** Drawing on ethical traditions to assess the consequences of individual and institutional decisions
- **Civic Engagement:** Addressing major contemporary social issues, including social justice, environmental sustainability, and peaceful resolution of conflict, by participating actively as an informed citizen of society and the world

Orientations

The Orientations phase of the Core encompasses five courses: a two-course sequence in Critical Thinking and Writing, a two-course sequence in Cultures and Ideas, and a course introducing the study of religion in relation to culture (Religion, Theology and Culture). Because most students will complete these courses in the first year, they should help students transition from high school by transforming their approach to learning from passive to active, from learning to meet the expectations of others to learning for oneself, from uncritical absorption of information to self-reflexive consideration of how and what they learn. It should cultivate in students the kind of intentional learning required for success in college and for the rest of their lives.

These courses will require small class sizes (17 students for CTW sequences and 25 students for the CI sequence and RTC course) to enable professors to establish mentoring relationships with first-year students, to give close attention to their thinking and writing, to gauge their individual learning styles, and to foster peer learning.

The two-course sequences, which should be thought of as 20-week learning experiences, will reinforce the benefits of small classes and offer other advantages. Students enrolled in a first course of a sequence will be automatically enrolled in the second course to encourage greater continuity and transference of knowledge and skills between classes. Sequences may be offered by one instructor or by two instructors who coordinate their courses in response to incentives to develop linked curricula. This will allow for more shared educational experiences for first-year students, especially if faculty develop courses on themes related to the Residential Learning Communities for students in each RLC. Given the centrality of these courses to the SCU experience, students would no longer be excused from taking them because of advanced placement credits.

Critical Thinking and Writing sequence

Overall Learning Goals Addressed: Critical thinking, Complexity, Communication

Like the current English 1 and 2 courses, this sequence will offer introductions to academic discourse, rhetorical analysis, information literacy, research, and critical thinking. Students will develop an intensive practice of writing as a method of inquiry, reflection, and communication. The sequence is the appropriate place to provide first-year students with intellectual tools to help them frame and navigate their academic careers. Thus, this sequence would also be the main site for fostering more intentional learning by incorporating reflection on students' prior educational experiences with a view toward charting a course for their own college careers. This can involve introducing students more explicitly to the values of liberal and Jesuit education, such as independent thinking and the integration and application of knowledge for the common good. Intentional learning need not be the entire focus of each course, but should be incorporated into sections that are organized around a variety of themes. For example, a sequence focused on environmental writing for Cypress RLC might help students explore their formal and informal learning about the environment to date, the value of different kinds of environmental education, and how to define and pursue their own goals for environmental learning in college and beyond.

Critical Thinking and Writing I: This course will provide students with the opportunity to reflect on and develop their thinking and writing through substantive revision as they work with faculty who model ways of reading, writing, and research. Faculty members are encouraged to assign readings on a common theme from a range of disciplines and to identify them as such. This exposure to multi-disciplinary thinking will help students as they engage in the process of selecting a major.

Critical Thinking and Writing II: This course continues the theme from the preceding course. It helps students deepen their practice and analysis of academic discourse and assists students in mapping the terrain of their own emerging intellectual interests. The course expands students' abilities to use writing as a tool for communication in a variety of media and contexts, including oral and electronic communication, with an emphasis on rhetorical persuasion and logical reasoning. Students practice information literacy skills in order to conduct their own research (finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources in their own writing).

Faculty from outside the English Department would be encouraged to undertake appropriate professional development to enable them to offer coursework in this sequence.

Cultures and Ideas sequence

Overall Learning Goals Addressed: Global cultures, Critical thinking, Communication

This two-course sequence considers the nature and development of human cultures and ideas and looks to provide a foundation from which students explore the complexity of human societies. Courses in the sequence engage in multiple ways the *relationships* among world cultural experiences and may study, for example, the influences of the West on other world cultures (and vice-versa), the various ways of defining “cultures” and understanding their development, and the complex transactions between dominant cultures and more local ones. Thematic in their approach, Cultures and Ideas I and II will involve a comparative analysis of significant ideas, movements, artistic products, social practices, social organization, distributions of power, etc. which in some way affect and/or resonate with life in the contemporary world. These courses introduce students not only to particular content but to particular methods by which educated persons encounter, appreciate, and interpret the past in relation to the present, one culture in relation to another.

The goal of this Core sequence is to introduce students to the study of cultures and ideas in ways that encourage them not only to make the critical and compelling intellectual connections that are part of liberal education, but also to assist them in growing as more sophisticated, independent thinkers. Given that most, if not all, students matriculating at Santa Clara University have studied the West and other major social systems as discrete entities, the Core Committee feels that the contextualization of this knowledge within comparative frames would better serve students as they begin their university careers. Globalization presents contemporary societies with serious challenges as well as promising opportunities; hence, this sequence attempts to equip students with a habit of comparative thinking, not to neutralize cultural differences but to

examine them critically, and thereby come to a deeper understanding of their own and other cultures. As the world is riven by cultural conflicts, the new and deeper understandings fostered by this sequence should prove important resources for educating intellectually astute and culturally aware members of the global family.

Cultures and Ideas I: The first course introduces the notion of “culture” as a way of exploring the worlds we inherit and inhabit.

Cultures and Ideas II: The second course in the sequence involves a deepening of the skills of cultural analysis. Further, it should aim at developing more sophistication and nuance in understanding the key knowledge introduced in the first course.

The specific content of the courses and the exact criteria by which particular two-course sequences fulfill the requirement will be determined by a series of interdisciplinary workshops hosted by relevant faculty. Faculty teaching courses that fulfill current Core requirements in Western Culture, United States, and World Cultures will be important contributors to this new sequence. They could collaborate with one another to generate thematic courses and sequences like “Immigration and Diaspora,” “Nationalism and National Identities,” “Democracy: Visions and Realities,” “Artists and Societies,” etc. Released from the constraints of “coverage,” these and other interested faculty would be able to provide a sharper focus to smaller courses and deliver more effectively the learning goals appropriate to students at the beginning of their undergraduate programs.

Religion, Theology and Culture 1

Overall Learning Goals Addressed: Reflection, Global Cultures, Critical Thinking, Complexity

Jesuit education places major value on religious knowledge and the capacity for theological reflection. These courses introduce this value at the beginning of the core curriculum through a comparative introduction to Christianity and another religious tradition. These courses will address religious histories, beliefs and practices through various disciplinary methods. While approaches and methods will vary, the courses seek a critical comprehension of religions and their traditions and open the imagination to the possibilities of theological and other ways of understanding religious beliefs and traditions. Complementing the Critical Thinking and Writing sequence courses, they will include among their goals the student’s own communication of ideas; complementing the Culture and Ideas sequence courses, they will correlate the study of religion with the goal of broad understanding of cultures and various systems of thought.

Scheduling considerations in Orientations courses

- Students in the Arts, Humanities, Social Sciences, Mathematics, Chemistry, Environmental Studies, the Leavey School of Business, and Electrical Engineering would be able to take all of these courses in the first-year.
- Students in Biology, Physics, Combined Sciences, Environmental Science, and Computer Science, Computer Engineering and Mechanical Engineering may need to take the Critical Thinking and Writing sequence of courses in their first-year, and then take Culture and Ideas in the second year, unless there is a change in the protocols of these majors.

- Civil Engineering students will have to take the RTC course in their sophomore year. The same applies to other engineering majors who are required to take MATH 9 or COEN 10 (these are students who did not pass the diagnostic test for MATH 11, or those who have no programming background).

Foundations

The Scientific Method

Overall Learning Goals Addressed: Scientific method, Quantitative reasoning, Complexity

The scientific method is a body of techniques used to investigate phenomena and acquire new knowledge, as well as to revise and integrate previous knowledge. Our society is becoming increasingly influenced by scientific and technological changes. Engaged and responsible citizens will need knowledge and intellectual skills to make informed decisions in order to deal effectively with science in their personal, professional, and public lives.

Skills in acquiring, analyzing, evaluating, and using data transcend science itself and will serve a student well in all areas of endeavor. This kind of proficiency is clearly important, since much of the information that we encounter in our everyday lives comes to us in a quantitative form. Quantitative reasoning is related to mathematics and may be defined as the habit of drawing conclusions and making decisions based on quantitative evidence. The elements of quantitative reasoning include: arithmetic capabilities; recognition of how data are aggregated and represented; facility with software for manipulating and presenting data; software and methods for modeling and understanding structures of data; basic statistics with understanding of randomness; and making inferences and testing hypotheses.

The learning goals of understanding the scientific method will be met by two course requirements, Scientific Method (A) and Scientific Method (B).

Scientific Method (A)

Scientific Method (A) includes science courses that are focused on understanding the natural world. These courses will have, as much as feasible, a laboratory component.

Scientific Method (B)

Scientific Method (B) includes courses that are focused on understanding human behavior and societies. This requirement will be met by many existing social science methods courses, or a course on probability and statistics that includes some examples from the social world.

These courses will systematically introduce students to the scientific method. In the process, they will learn how to define variables, formulate hypotheses, design experiments and analyze data. The purpose of requiring two types of courses (A and B) is to demonstrate that in some cases the scientific method leads to accurate predictions, while in others it permits only statistically based conclusions. Knowledge of two very different scientific disciplines will also help students understand that the choice of appropriate mathematical descriptions and experimental techniques is often dictated by the nature of the phenomenon under investigation. Exposure to both deterministic and probabilistic models should enable students to fully appreciate this important principle.

Mathematics

Overall Learning Goals Addressed: Critical thinking, Quantitative reasoning

This Core requirement develops competencies in mathematics, both as a pure discipline and as an important tool in problem solving. Mathematics is a basic building block of contemporary society and, over the centuries, has had a profound impact on the natural sciences, technology and the social sciences. Mathematics develops both analytical and logical reasoning, as well as the capacity to think abstractly about a wide range of theoretical and practical problems. Students are increasingly expected to solve problems involving quantitative evidence, and math offers many tools and habits of mind to facilitate solutions.

Science and Technology

Overall Learning Goals Addressed: Technology, Scientific method, Complexity, Critical thinking

Science and technology increasingly exert profound effects on society, politics, the economy, and our understanding of ourselves as human beings. Grasping the process of scientific and technological innovation and its social impacts is a prerequisite for making informed, responsible decisions in contemporary society. Many of the most important choices that students will make as professionals and citizens will concern whether and how to develop, adopt, and regulate scientific and technological developments.

This course will help students understand the roles that science and technology play in their lives. Some courses may focus more intensively on the development and social impact of science, while others may pay greater attention to the forces that shape technologies and their influence on society. All will include some reference to both ends of the science-technology spectrum. The course will introduce students to conceptual frameworks for understanding influences on the development of science and technology (such as scientific paradigm shifts or technological determinism and neutralism); theories about the dynamics of technological and scientific change (such as how technological inventions diffuse throughout society over time); and the impacts of science and technology on society and nature. The course will incorporate illustrative case studies of scientific breakthroughs and technologies central to contemporary life. It may draw on a wide variety of disciplines, including the sciences, history, philosophy, economics, engineering, religion, and/or ethics as they inform the study of science and technology.

Religion, Theology and Culture 2

Overall Learning Goals Addressed: Reflection, Critical Thinking, Complexity

These courses offer an opportunity for a more focused and correlated investigation of the interrelationships to be found among religious phenomena (scriptures, rituals, beliefs), theologies and theological reflection upon religion, and/or the cultural forms that religions inhabit and which also inform them. While the first RTC course in Orientations opens up the intellectual

imagination for the study of religion and may introduce the student to theological reflection, RTC 2 courses in Foundations ground the student in the importance of method by focusing on a specific approach to religion, e.g., through textual (scriptural), theological, historical, or area studies. This introduction to the role of method in the study of religion will help complement basic religious knowledge and build up a student's critical capacity for critically engaging a wide range of religious matters.

As part of Foundations, this course also offers an integrating point for the Core through a number of possible correlations with other courses or programs (e.g., Asian Studies, Catholic Studies, African Studies), and offers the student an opportunity to design the study of religion more intentionally into the Core program. For example, they could be built in as a second course, following immediately upon RTC 1, and taken in the first year; more regularly, they would stand as a separate course, taken in either sophomore or junior year. As a sophomore or junior year course, they would correlate strongly with the aims of international programs, e.g., as a course taken immediately prior to a particular study abroad program (e.g., a course in Buddhism preceding study in a Buddhist culture, a course in African religion preceding study in Africa, or a course in Hispanic Theology preceding study in Latin America). Similarly, these second RTC courses could be intentionally correlated with the pursuit of majors or minors ranging from Classics and History, as is currently the case (e.g., Hellenistic Religions), to Women and Gender Studies (e.g., Gender in Christianity), and Ethnic Studies (Asian Religions).

Language

Overall Learning Goals Addressed: Communication, Diversity, Perspective

Communication through deliberate use of language is an essential skill in the globalizing world that students face. Opportunities for cross-cultural misinterpretation abound. Training in additional languages provides students with practice in communication as well as inhabiting the different perspectives that use of another language affords. To prepare students for a globalizing world, the Core requires proficiency at the introductory level 2 of any modern language other than English. If they have already achieved that level (through AP credit or a proficiency exam), they must also improve their language proficiency while at Santa Clara, using one of the following three options: proceeding with the same language in further depth; exploring another language at the introductory level; or taking an upper division enrichment course in Modern Languages.

Many students enter their second language college course at a lower level than necessary, given their high school preparation. This is because the current second language requirement is based on level of proficiency, not improvement. The new core requirement requires proficiency and encourages *improvement* of language skills. Appropriate testing and advising should result in proper placement in second language courses.

Arts

Overall Learning Goals Addressed: Arts, Reflection, Communication, Complexity, Collaboration

The education of the whole person requires that students encounter and explore artistic ways of knowing humanity and the world. Creating and interpreting aesthetic forms symbolic of deep human feeling encourage students to consider how knowledge and understanding grow in ways other than discursive reasoning. Following Suzanne Langer, “deep human feeling” is not equivalent to one or another emotion, like sadness or joy. Rather it is the *subjective aspect* of human experience, the inward life of human persons that, though potent, is often only vaguely known until creatively expressed. From the beginning of the Jesuit educational enterprise, study of the arts has been employed to cultivate humanity, encourage growth in virtue, and school the body in the ways of verbal and physical eloquence.

This course in the arts (visual art, creative writing, dance, music, theatre) provides students with the opportunity to create and interpret art. Moving beyond the usual secondary school emphasis on creating an artistic product, this core course aims to situate artistic making within wider aesthetic, intellectual, and social contexts. In making and interpreting art, students will grasp that artistic creation is a unique mode of expression and communication that, in various ways, contributes substantially to the store of human knowledge and the development of societies.

Explorations: Pathway Programs

Overall Learning Goals Addressed: Reflection, Ethical Reasoning, Diversity, Civic Engagement, Civic Life, Communication, Perspective, Collaboration

At the end of their sophomore year, students select a Pathway program that consists of deliberately structured coursework and other learning experiences that enable students to develop a number of core competencies. This upper-division Core program provides coherence and structure, enabling integrated learning and fostering interdisciplinarity. Groups of faculty may design and propose Pathway programs. The Pathway would involve a small group of scholars joined by shared interests around an intellectual theme and forged into a community by shared experiences with crafting a coherent curriculum, developing appropriate pedagogies, and relating their scholarly knowledge to the modes of inquiry in each Pathway. Some study abroad and immersion experiences, when crafted into programs that involve critical reflection upon a return to the university, might be constituted as Pathway programs. It is anticipated that Pathway programs would evolve over time, phasing themes in and out, as interests and concerns of faculty and students inevitably change.

In coordinating a Core experience, Pathway faculty are guided in their curriculum efforts by requirements that four areas of inquiry and learning be developed in each Pathway.

- *Ethics:* The Jesuit character of the university promotes sustained attention to moral philosophy as applied to real problems of contemporary life. The ideal would be to usefully meld the theoretical and applied aspects of ethics.
- *Religion, Theology and Culture:* The Jesuit identity of the university also insists that students attain a sophisticated level of analysis and interpretation of religious knowledge. In that spirit, each Pathway program ensures that students engage in the analysis and interpretation of religious and faith traditions, as these traditions engage major and complex dimensions of human life (e.g., the search for transcendence and meaning, the practices of ritual and spirituality, the grounding of the common good in ethics, etc). In these various Pathways, students are to engage in meta-critiques of religion (through theological reflection or through the analysis of religious ideas in relation to other streams of thought). Students will also bring a critical understanding of religious matters into conversation with Pathway themes such as globalization. Thus, students will undertake a critical analysis and interpretation of religion, in two respects: (1) as religion inhabits or affects wider historical and social realities and other modes of knowing, and (2) as one's own relation to religion (e.g., through spirituality, political engagement, immersion in realities other than one's own) may inform the larger issues of vocation to society and the world.
- *Diversity:* Each Pathway program ensures that students deepen their knowledge of the diversity of human experiences, identities, and interpretations of social life within societies. Pathways will deal explicitly and deeply with issues of social difference and diversity within societies, and develop pedagogic techniques to ensure that students see

the value in adopting a lifelong approach to learning that seeks out alternative points of view from marginalized social communities. Diversity courses would ideally comprise not only the current focus on ethnic and gender diversity, but also their intersections and their linkages with other social categories that are associated with privilege and oppression, such as race, religion, class, sexual orientation, disability, etc.

- *Civic Engagement:* These courses develop students' motivation, knowledge, and skills to be effective and ethical citizens by helping them to explore how they can engage with issues raised by the Pathway theme in the world outside the university. Coursework will deepen students' understanding of the rights and responsibilities of citizens and institutions related to the Pathway theme, and how students can contribute to public efforts to address issues raised by the theme through organized collective action. Students may take part in one of many forms of civic engagement, including community service, electoral politics, issue-based campaigning, government service, or philanthropic work. Active learning should also be pursued in the classroom, through means such as debate and deliberation involving reasoned dialogue with peers and others, consideration of alternative viewpoints, simulations, mediation and conflict resolution training, or the development of codes of ethics for participation in public life. Especially valued are opportunities for experiential learning that directly engage students with marginalized people in local or global societies.

Thus each Pathway, with possible exceptions, would normally consist of four courses addressing these areas of inquiry. Moreover, each Pathway program must include both a strong writing component and an experiential component:

- *Intensive Writing:* Each Pathway should assure advanced instruction and practice in writing, incorporating writing outcomes similar to those currently attained in the Third Writing course.
- *Experiential Learning:* Each Pathway must include experiential learning, especially opportunities that engage the students with marginalized people of local or global societies. By direct experience, students will move themselves out of the classroom and into the orbits of other lives and other life experiences. The particular kind of experience aimed for is an engagement of the student with a social or cultural reality beyond the university itself, whereby experience, subject to disciplined reflection, will function as a source of knowledge for the development of habits of mind, and move the student toward an ongoing engagement with the world in a spirit of service. Courses that adopt this pedagogic technique and outcome as a central component might become known as E-courses, but there are other ways this correlation between experience and learning can be achieved. The university already provides a number of curricular and co-curricular offerings that may be adopted or adapted to the needs of this course, including Arrupe Partnerships for Community Based Learning placements, internships (such as those offered by the Lilly-funded DISCOVER Program), selected study abroad programs (e.g., in London and El Salvador), and immersion experiences (e.g., the Kolvenbach Solidarity Program). Each requires sustained, direct contact with communities or organizations outside the university's walls.

Pathway programs will vary in their themes and disciplines. Pathways will emphasize the habits of mind and capacities for and commitment to engaging the world in meaningful ways that are central learning outcomes of the core. While knowledge is an important dimension of a Pathway program, the assumption is that Pathway faculty will best coordinate the delivery of knowledge in their courses.

As the core is initially implemented, the committee recommends the development of broad themes that draw on the depth of faculty resources that have been developed over the last decade. Possible thematic Pathways could be:

- Cultures, Arts and Ideas
- Science, Technology, and Societies
- Globalization
- Environment and Sustainability

Some students will be interested in taking Pathway programs that complement their majors, while other students will want to take Pathway programs that offer a different academic experience. A Biology major, for example, may be drawn to a Science, Technology, and Societies Pathway to complement her major, while an English major may choose this same Pathway for an academic experience he might not otherwise have.

Practicalities of a Pathways program

Pathways will consist of a number of appropriately coordinated courses and learning opportunities. For manageability, the Core Committee recommends limiting of number of Pathways to four. There might be a variety of Pathway designs for how students attain the intended competencies. To allow for flexibility, most Pathways will allow students to choose from an adequately sized menu of courses. However, within the context of a broadly defined thematic Pathway (such as Cultures, Arts and Ideas), there may be some faculty who design a program of four or five linked courses, in order to achieve greater coherence and focus. Another kind of program design might offer a structured introduction to the theme; for example, an interdisciplinary first course that concentrates on knowledge and offers cases. The introductory course might be followed by choice within the program.

How will the four areas of learning (ethics, religion, diversity, and civic engagement) be attained in a variety of Pathways? Broadly structured Pathways will probably require specific courses to meet specific areas of learning. For example, they may require that students take courses that are explicitly related in their entire syllabus to ethics, religion, engagement and diversity. Writing and experiential learning opportunities might be woven through the syllabi of those and remaining courses. A more tightly structured Pathway might have the six areas of learning integrated into the sequence, rather than separated into specific courses. Both broad and narrow Pathways will have to demonstrate that the program enables students to attain the standards agreed upon for the learning outcomes, as indicated by successful assessment results.

Sample Explorations Pathway Programs

These sample pathway programs are intended to illustrate both the feasibility and the possibilities for designing pathway programs. They are not intended to be ideal pathway programs, and some of the courses listed might have to be altered to more adequately reflect the pathway theme.

Environment and Sustainability

Ethics	PHIL 9 BIOL 171	Ethics and the Environment Ethical Issues in Biotechnology and Genetics
Religion, Theology, Culture	ENVS 162 ENVS 160 ENVS 161	Faith, Ethics, and Biodiversity Spirituality and Sustainability Agriculture, Food, and the Environment in Catholic Social Teaching
Civic Engagement	HIST 85 POLI 130	US Environmental History Global Environmental Politics
Diversity	ECON 135 ANTH 86	Gender Issues in the Developing World Native American Cultures

Globalization

Ethics	PHIL 118 PHIL 122	Ethics and Warfare Political Philosophy and Ethics
Religion, Theology, Culture	ANTH 150 HIST 164 POLI 139 TESP130	Religion in Culture and Society The Catholic Church in Latin America Religion and Politics in the Third World Liberation Theology
Diversity	ECON 155 SOC 193	The Economics of Immigration Children of Immigrants
Civic Engagement	HIST 64 HIST 143 POLI 126	Central America Women in Political Revolutions International Organization

Science, Technology and Society

Ethics	ENGR 19 PHIL 3	Ethics in Technology Ethical Issues in Computing
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Religion, Theology, Culture	ELEN 160 TESP 151	Chaos Theory, Metamathematics and the Limits of Knowledge: A Scientific perspective on Religion Issues in Science and Religion
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Alternatively, students could take a pair of courses that *combine* ethics, religion and technology, such as:

Ethics, RTC	BIOL 171_ PHIL 117	Ethical Issues in Biotechnology and Genetics Science, Technology and Society
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Diversity	WGST 75	Gender and Technology
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Civic Engagement	COMM 162A	Communication Technology and Policy
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Cultures, Arts and Ideas

An example of a *more tightly integrated* journey through upper-division courses in a Cultures, Arts and Ideas Program might orbit issues of gender:

Ethics	PHIL 115	Feminism and Ethics
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Religion, Theology, Culture	RSOC 168	Gender and Judaism
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Diversity	THTR 167	Gender and Performance
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Civic Engagement	POLI 184	Women and US Politics
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Piloted Course: Crossroads/Vocation

As the revised Core is implemented, assessment and piloting of courses designed to foster an improved understanding of vocation will be encouraged. During their senior year students would take a cross-disciplinary Crossroads course that would focus learning around the idea of vocation. The aim of a Crossroads/Vocation course would be to provide an opportunity toward the end of a student's Core experience where the student can synthesize and engage in disciplined reflection on the various parts of the Core, as well as their major and other academic experiences. Analyzing particular fields of knowledge in multiple contexts, identifying several key aspects of knowledge, habits of mind, and engagement with the world (from the Core, their major, and their co-curricular experiences), the Crossroads course would help students gain a better understanding of how their education may be informing their own vocation. It could also enable students to find ways (through student research projects or community engagement activities) to extend and apply those aspects of what they have encountered in their education to their life work and purpose. This, in a sense, would be one of the most explicitly Ignatian moments in the Core experience and in a Santa Clara education, because it focuses on the overall purpose of a Jesuit education, and places the responsibility for discerning that in the hands of the students themselves.

Administration and Faculty Development

The Committee recommends that adequate resources need to be allocated for administration of a coherent core curriculum. These resources would include particularly the recruitment of qualified personnel, including a full-time position of Core Director, a part-time Orientations Coordinator, and a part-time Explorations Coordinator.

The Core director would be a person with the ability to work with faculty across disciplines. The director would oversee implementation of the new Core in the first years of its deployment through close work with a general core curriculum committee. The director would establish processes and administer resources to sustain the quality and viability of each part of the new Core beyond the first years. Finally, the director would devise schemes of faculty development, curricular development, and incentive, reward and compensation mechanisms, in concert with the offices of the Provost, Deans, and Departments.

An Orientations Coordinator would have as primary initial responsibility the development of Orientations courses. The director would establish a set of faculty development opportunities to ensure sufficient course availability. The director would work closely with academic support units, the office of the registrar, and Residential Learning Communities, to ensure that Orientations coursework implementation is smooth from an administrative point of view, and that opportunities for synergies with co-curricular activities are realized.

An Explorations Coordinator would also be a key administrator of the Core. This person will work closely with the Core Director to administer the Pathways programs. The coordinator might have the following responsibilities: work closely with campus centers, programs, institutes and other cross-disciplinary entities, encouraging them to direct faculty development attention to generating Pathways curricula; monitor programs across campus to leverage extra-curricular events into Pathway programs; participate in assessment of new Pathway programs that are piloted in limited enrolment trials, and of ongoing Pathway programs where indicators suggests reform are desirable; and produce materials for advisors and students to enhance intentional approaches to selecting Pathway programs.

Among the numerous other initiatives for faculty development, the committee highlights the importance of enabling current faculty to transition to teaching Orientations courses and of facilitating the development of writing-intensive coursework for Pathway programs.

Results of Faculty Survey

The Committee surveyed the faculty in fall quarter 2006 to gauge response to the proposed overall learning goals and structural principles released in August. The survey received 262 (57%) responses, one of the highest response rates of any faculty survey conducted. The results, and their impact on the Committee's thinking, were as follows.

Overall Learning Goals

The survey asked respondents to rate the proposed learning goals for the new Core. All of the goals garnered strong support from the faculty as overwhelming majorities rated each of the goals as "important" or "very important." However, comments on the survey indicated several goals needed to be clarified. The Committee responded by:

- Adding descriptive labels to each of the goals;
- Clarifying the wording of the first knowledge-related goal to focus on "the intertwined development of *western and other world* cultures, ideas, institutions, and religions" in order to signal increased interest in developments in the west *as part of* the wider world;
- Splitting the learning goal for technology and the arts into two separate goals, because these topics are not closely related;
- Broadening the definition of civic knowledge in the final knowledge-related goal to include understanding of institutions;
- Redefining the first goal under engagement with the world to emphasize "*questioning and clarifying*" beliefs, rather than simply "*clarifying and deepening* beliefs," to encourage more openness to critical self-reflection;
- Combining the last two goals under the broader heading of "civic engagement," for brevity's sake.

Structural Principles

The survey asked respondents to rank order a set of principles that would inform the structure of the revised Core by allocating a total of 100 points across each principle, including interdisciplinarity, ease of understanding, coherence, commonness to all schools, and smallness. Responses indicated that faculty weighted each principle fairly evenly. This indicated to the Committee that its job was to balance each of these principles in the structure it proposed, rather than sacrificing any one of them in favor of another.

How Learning Goals are Met in Revised Core Curriculum

Note: An M indicates that a course makes a major contribution to a learning goal. As we move toward defining more specific common learning objectives for each area, it will be useful to note which courses make secondary contributions to each goal or to convert the designation of each area's contribution to the Introduce/Practice/Demonstrate rubric commonly used in departmental matrices of learning goals for each course. Learning goals do not need to be equally distributed across the Core. Some courses may focus intensively on one learning goal while other goals may be reinforced through multiple courses without being a major focus of all of them.

Learning Goals	Knowledge: Global Cultures	Knowledge: Scientific Method	Knowledge: Arts	Knowledge: Technology	Knowledge: Diversity	Knowledge: Civic Life	Habits of Mind: Critical Thinking	Habits of Mind: Quant Reasoning	Habits of Mind: Complexity	Habits of Mind: Perspective	Habits of Mind: Collaboration	Habits of Mind: Communication	Engagement: Reflection	Engagement: Ethical Reasoning	Engagement: Civic Engagement
1) Critical Learning and Communication I							M		M			M			
2) Critical Learning and Communication II							M		M			M			
3) Cultures and Ideas I	M					M	M					M			
4) Cultures and Ideas II	M					M	M					M			
5) Religion, Theology and Culture I	M						M		M				M		
6-7) Scientific Method		M					M	M	M						
8) Mathematics							M	M							
9) Science and Technology		M		M					M						
10) Religion, Theology and Culture II	M						M		M				M		
11) Second Language					M					M		M			
12) Arts			M						M		M	M	M		
13-16) Pathways Courses															
Cultures, Arts, Ideas	M		M		M	M			M	M	M	M	M	M	M
Science, Tech, Society		M		M	M	M			M	M	M	M	M	M	M
Globalization	M				M	M			M	M	M	M	M	M	M
Environmental Sustainability		M		M	M	M			M	M	M	M	M	M	M