

Proposal for the Santa Clara University Core Curriculum

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Prepared by the Core Curriculum Revision Committee

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EXECUTIVE SUMMARY

Preface

This is a proposal for a new Core Curriculum for Santa Clara University that builds on the university's strengths to advance its mission in the future. The proposal, which has progressed through three drafts, is the product of a dialogue between the Core Curriculum Revision Committee and Santa Clara's faculty, administrators, staff, trustees, and students. The committee has sought to integrate the Santa Clara community's multiple visions of what all our students need to learn into a common mission, set of learning goals, and structure of requirements. The committee has also been mindful of developments in liberal education so that Santa Clara can benefit from the national conversation about what students need to learn and how they learn it most effectively.

Santa Clara University graduates are needed now more than ever to help serve, lead, and transform 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 set of common learning goals for the Core to provide greater clarity about what all students at a Jesuit university need to learn;
- a revised 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;
- greater flexibility than in our previous draft proposals about how these learning goals can be met through proposed requirements.

Our ability to prepare today's students for tomorrow's world will require new resources. 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, especially on the tenure track, are also needed to serve the Core and departments.

The committee thanks the many people who have devoted their time and energy to sharing their views on the future of undergraduate education at Santa Clara University.

Core Mission and Goals

Mission of the Santa Clara University Core Curriculum

A university expresses its most basic values in its Core Curriculum, that part of an undergraduate education shared by all students. Santa Clara University lives at the intersection of three traditions of higher education. As a Catholic university, it is rooted in the tradition of pursuing an understanding of God through the free exercise of reason. As a Jesuit university, it promotes a humanistic education that leads toward an ethical engagement with the world. As a liberal arts university in the United States, it seeks to prepare its students for intelligent, responsible and creative citizenship. Reflecting these traditions in which it participates, the Santa Clara Core Curriculum provides every undergraduate with opportunities to experience the many ways in which these views of education converge in a comprehensive approach to learning. Particularly because of its Jesuit heritage, Santa Clara University asserts a purposefulness in undergraduate study informed by the university's Catholic inspiration.

The Core Curriculum aims to provide the common learning that all students need to become people of competence, conscience, and compassion. Specifically, a Santa Clara education should help students acquire knowledge, cultivate the habits of mind and heart, and develop ways of engaging with the world that will prepare them for “professional excellence, responsible citizenship, and service to society, especially on behalf of those in greatest need.”¹

The distinctiveness of a Santa Clara education emerges in the Core Curriculum, both in its sense of purposefulness rooted in the university's traditions and in the Core's breadth of learning that complements and supports all majors. The Core opens students to the study and practice of the arts, humanities, mathematics, the natural and social sciences, and technology. It also educates students for an ethically informed participation in civic life, employing experiential learning to form compassionate women and men attentive to human suffering. Reflecting the university's founding mission, the Core is informed throughout by a disciplined and critical reflection on the religious dimensions of human existence. Finally, because the Core Curriculum continually highlights the critical and compelling questions facing individuals and communities, students are poised to focus not only on making professional career choices but also on discerning their larger vocation – their life's purpose in the world.

Goals

Because a liberal education in the Jesuit tradition is oriented toward particular ends, and because the ongoing renewal of the University's work requires sustained, honest reflection on the ways students appropriate these ends, the Core Curriculum affirms the following central learning goals. Although the goals are divided among three categories—Knowledge, Habits of Mind and Heart, and Engagement with the World—they often overlap, intersect, and imply one another.

¹ Santa Clara University Strategic Plan 2001, “Strategic Vision,” p. 2.

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, and natural and social sciences. Students develop a greater understanding of:

- **Global Cultures:** The intertwined development of global, including western, cultures, ideas, institutions, and religions
- **Arts and Humanities:** The production, interpretation, and social influence of the fine and performing arts, history, languages, literatures, philosophy, and religion
- **Scientific Method:** The principles of the scientific method and how they are applied in the natural and social sciences
- **Science and Technology:** The formative influences, dynamics, social impacts, and ethical consequences of scientific and technological development
- **Diversity:** Diverse human experiences, identities, and cultures within local and global societies, especially as formed by relations of power and privilege
- **Civic life:** The roles, rights, and responsibilities of citizens and institutions in societies and in the world

Habits of Mind and Heart

To contribute to a rapidly changing, complex and interdependent world, students must develop ways of thinking, feeling, and acting that allow them to educate themselves for the rest of their lives with passion and purpose. By attending to the cognitive and affective dimensions of human experience, the Core enables students to think more deeply, imagine more freely, and communicate more clearly. Students learn:

- **Critical Thinking:** The ability to identify, reflect upon, evaluate, integrate, and apply different types of information and knowledge to form independent judgments
- **Mathematics and Quantitative Reasoning:** Analytical and logical thinking and the habit of drawing conclusions based on quantitative information
- **Complexity:** An approach to understanding the world that appreciates ambiguity and nuance as well as clarity and precision
- **Ethical Reasoning:** Drawing on ethical traditions to assess the consequences of individual and institutional decisions

- **Religious Reflection:** Questioning and clarifying beliefs through critical inquiry into faith and the religious dimensions of human existence
- **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. The Core enhances students' understanding of the integrity of their own lives and the dignity inherent in the lives of others, especially the impoverished, suffering and marginalized. The Core develops students' capacities for and commitment to:

- **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
- **Social Justice:** Developing a disciplined sensibility toward the causes of human suffering and misery, and a sense of responsibility for addressing them
- **Civic Engagement:** Addressing major contemporary social issues, including environmental sustainability and peaceful resolution of conflict, by participating actively as an informed citizen of society and the world

Overview of the Structure of the Core

The Core consists of two phases of coursework designed to foster developmental learning and curricular coherence. The first phase, called *Foundations*, consists of courses normally taken in the first year that introduce students to the process and expectations for university-level education: Cultures & Ideas, Critical Thinking & Writing, and the first course in Religion, Theology & Culture. This phase helps students begin to set their own goals for learning, preparing them to make thoughtful choices in the Core, their majors, and co-curricular activities. The first year is also the most appropriate time for students to maintain the continuity of their education in mathematics and a second language.

The second phase, called *Explorations*, includes courses that expand students' understanding of a broad range of knowledge and abilities needed for effective participation in contemporary life. These courses include Ethics, Civic Engagement, Diversity, the Arts, Natural Science, Social Science, a third Cultures & Ideas class with a global focus, and two additional courses in Religion, Theology & Culture.

The Core also includes several *Integrations* that help students make connections among courses in the Core and between the Core and their major. The Integrations are not additional courses, but components of other courses that students take either to fulfill Core or major requirements. One course in the Core or major will include an experiential learning element oriented toward issues of justice. One of the courses in the Core or major must involve an advanced writing component. Students also link a set of courses on a coherent theme that are already required for the Core into a Pathway that allows students to focus and connect their learning within the Core. 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.

Pathways may focus on any one of a wide range of themes that may be nominated by faculty and students alike. Pathways may be constructed from any four related courses that fulfill different Core requirements. For example, one student might choose an environmentally-themed Pathway made up of required courses on Civic Engagement, Natural Science, Social Science, and the third course in Religion, Theology & Culture. Another student might choose a business-themed Pathway involving courses in Ethics, Social Science, the third course in Cultures & Ideas, and Science, Technology & Society. Many other thematic combinations will be possible. (Please see p. 23 for more details on the Pathways.)

Students will be able to build on prior coursework most effectively if they encounter these courses in the order indicated in the chart on page 7. Yet the demands of different majors and students' individual intellectual progress mean that we must maintain some flexibility about the order in which students take their courses.

In the current Core, some courses count for more than one Core requirement, which compromises their ability to fulfill their many purposes and creates incentives for students to choose courses based on expediency rather their contribution to a thoughtful plan of study. In the proposed Core, courses may continue to count both for the Core and a student's major. However, the Integrations

components (advanced writing, experiential learning, and the Pathways) would be the only courses that would count for more than one requirement within the Core.

Please see pages 29-32 for an analysis of how the proposed Core would fit with the requirements for different degrees and majors. This analysis shows that the number of required courses in the proposed Core would be about the same or less than in the current Core for most students.

THE SANTA CLARA CORE

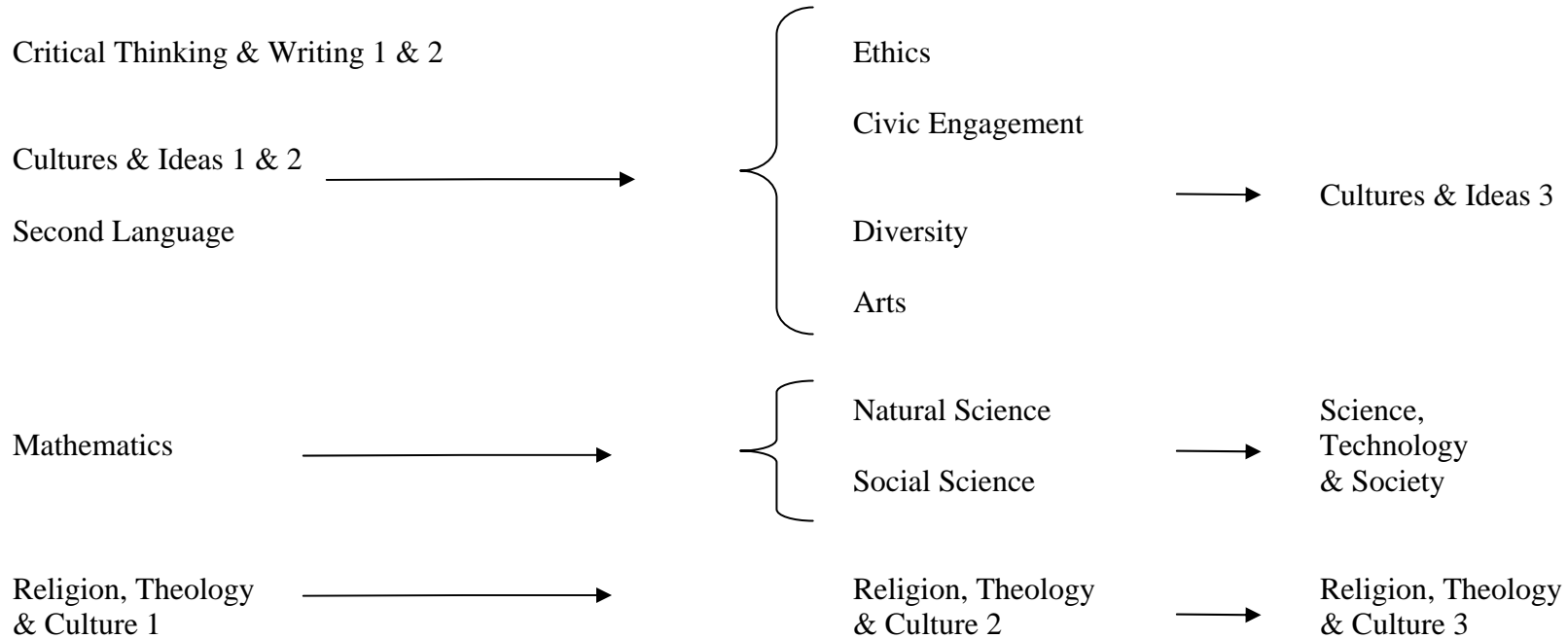
FOUNDATIONS

EXPLORATIONS

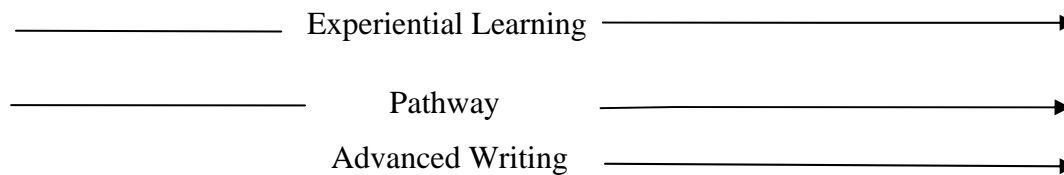
FIRST YEAR

SECOND YEAR

THIRD YEAR



INTEGRATIONS



Integrations are elements within existing courses for the Core or major, not additional required courses

STRUCTURE OF THE CORE

Foundations

The Foundations phase of the Core encompasses a two-course sequence in Critical Thinking & Writing (CTW), a two-course sequence in Cultures & Ideas (CI), an introductory course in Religion, Theology & Culture (RTC), as well as courses in Mathematics and Second Language (for students who have not yet demonstrated proficiency in these subjects). Because most students will complete these courses in the first year,² the Foundations phase 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, and from uncritical absorption of information to self-reflexive consideration of how and what students learn. These courses should cultivate in students the kind of intentional learning required for success in college and for the rest of their lives.

To succeed in fostering intentional learning, most of these courses will require small class sizes. CTW sequences would enroll 17 students per course, bringing us in line with national best practices for university-level writing courses. The CI sequence and RTC course would be limited to 25 students per section to allow for more discussion and other forms of active learning typical of first-year seminars at many of our competing institutions. This investment in students' introduction to university life will enable professors to establish mentoring relationships with first-year students, give close attention to their thinking and writing, gauge their individual learning styles, and stimulate 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. Normally, students enrolled in the first course of a sequence would 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. In this vein, faculty members would be encouraged to develop courses on themes related to the Residential Learning Communities (RLCs) and to integrate these courses with the life of the RLCs to the extent feasible.

² *Scheduling considerations in Foundations courses*

- Students in the Arts, Humanities, Social Sciences, Mathematics, Chemistry, Environmental Studies, the Leavey School of Business, and Electrical Engineering should be able to take most or all of these courses in the first-year.
- Students in Biology, Physics, Combined Sciences, Environmental Science, Computer Science, Computer Engineering and Mechanical Engineering may need to defer the Cultures & Ideas sequence until the second year, unless there is a change in the protocols of these majors.
- Civil Engineering students may have to take the RTC 1 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).

Given the centrality of the CTW and CI courses to the SCU experience, students would no longer be excused from taking them because of advanced placement credits. However, advanced placement would continue to count as it does now for all other requirements, including Mathematics and Second Language.

Critical Thinking & Writing 1 and 2

Overall Learning Goals Addressed: Critical thinking, Complexity, Communication

Perhaps the most fundamental contribution a college education can make to students' lifelong learning is to develop their abilities to think and write critically. In this sequence, students will engage in an intensive practice of writing as a method of inquiry, reflection, and communication. Students will develop their thinking and writing through substantive revision as they work with faculty who model ways of reading, writing, and research. The courses will foster students' abilities to use writing as a tool for communication in a variety of contexts and/or media, with an emphasis on rhetorical situation, logical reasoning, and persuasive writing.

The primary goals of this sequence are to introduce students to critical thinking and writing in an academic context, to rhetorical analysis, and to information literacy. An important secondary aim will be to help first-year students become intentional learners. This may be done in several ways. Faculty may experiment with methods for encouraging students to map their emerging intellectual interests and identify the tools to navigate their academic careers. Assignments might incorporate more reflection on the strengths and weaknesses of students' prior educational experiences and their hopes for their college experience. Students could be introduced more explicitly to the values of liberal and Jesuit education, such as independent thinking, intellectual responsibility, and the integration and application of knowledge for the common good. Additional practices that may be developed include oral and electronic communication.

Faculty should be encouraged to offer thematic sections of this sequence, especially themes that dovetail with the interests of particular RLCs. Thematic sections might also be developed for students in engineering, business, the natural or social sciences, and various branches of the humanities.

This sequence may be offered by faculty outside the English Department with appropriate preparation in teaching critical thinking (such as Philosophy faculty) and a willingness to undertake the requisite professional development in the instruction of writing. The committee strongly encourages the university to invest in an expansion of the current Writing Program in the English Department to facilitate faculty development in writing across the curriculum as well as a Writing Center to support student learning directly through tutoring and other means. (See "Administration and Faculty Development" for additional discussion of the Writing Program and Writing Center.)

What has changed from the current Core: The primary learning goals are similar to those in the existing English 1 and 2 courses. In the new Core, these courses would normally be sequenced and themed, when possible. The courses will also benefit from being taught in smaller class sizes and emphasizing intentional learning for first-year students.

Cultures & Ideas 1 and 2

Overall Learning Goals Addressed: Global Cultures, Arts and Humanities, Critical Thinking, Perspective

The study of cultures and ideas enables students to analyze and evaluate the creative and intellectual wellsprings of societies past and present and to think broadly about the relationship of the self and the communities to which it belongs. This two-course sequence will introduce students to the study of significant texts, ideas, issues, and events in their historical context, while considering how they resonate for us in the contemporary situation. The historical study of cultures and ideas encompasses intellectual, artistic, literary, social, political, religious, economic, and/or scientific phenomena. Yet these courses introduce students not only to particular content but also to ways of inquiry that educated persons take to encounter, appreciate, and interpret the past in relation to the present. After much discussion with faculty who teach in this area, the committee believes that three learning goals can form the connective threads that run through each course in this sequence.

First, students should gain a historical understanding of central themes in human experiences and cultures. Courses in this area should develop students' historical consciousness of major themes by tracing their development over significant periods of time (i.e., centuries rather than decades). There are many pedagogically valid ways of fostering this historical understanding, including a chronological approach that either ends in the present or draws connections to the present at strategic points in the course; the introduction of a contemporary event or artifact and a return to the past to trace its emergence; or an examination of the development of a theme separately in different cultures that culminates with the study of their integration in both cultures in the past or present.

Second, students should be able to think and write critically about different definitions of culture and the relationships among global cultures, including the west. Courses in this sequence would consider more than one approach to exploring culture. These courses should reflect some of the lively debate occurring in both the humanities and related disciplines over what constitutes a "culture," how the borders of cultures may be drawn or crossed, and how cultures relate to each other in the past and present. For example, courses might consider the mutual influence of dominant and subordinate cultural institutions or identities within regions, communities, individuals, texts, or artifacts. In addition, courses should strive to move students beyond a belief that humanistic knowledge is just a "matter of opinion" to understanding that some tools of analysis and ways of evaluating evidence produce more accurate, sensitive, or complex interpretations than others.

Third, students should learn about diverse as well as shared human experiences across cultures and historical periods in order to examine and question their own cultural assumptions and values. Cultures & Ideas courses should move beyond naïve beliefs that all cultures or historical contexts are essentially similar ("They are just like us" or "They were just like us") or, on the other hand, that they are essentially different ("They are/were utterly alien and incomprehensible"). Instead, students should develop an ability to grasp both similarities and differences. This impulse can be valuable for the study of cultures that emerge primarily outside the west as well as cultures that emerge from the west. For example, the study of the individual's duty to community in Confucianism and Greek democratic theory involves

examining ideas that are different enough from contemporary American discourse about self and community to stimulate attention to our own assumptions.

Each of these goals aims to foster in students a more profound understanding of their own and other cultures. Historical and contemporary forms of globalization present both challenges and opportunities. The new and deeper understandings fostered by this sequence should prove important for educating intellectually astute and culturally aware members of a world characterized by cultural convergences, divergences, and change.

Students would fulfill this requirement in one of two ways:

Sequence A foregrounds global connections and integration in considering the major movements and dominant themes associated with the construction of global cultures. In a Core course that may be the students' last exposure to the topic, students would be best served by a focus on themes that are broad and rich, and that have shaped more than one world culture over the long-term, such as the nature of truth, art and aesthetics, humanity and nature, justice, virtue, democracy, capitalism, nationalism, etc.

Courses in this sequence would be taught primarily by faculty currently teaching in western culture, world cultures, and United States. With resources provided by the University, these faculty members may choose to develop sequences individually or to collaborate with one another to generate historically-situated, thematic sequences on topics such as "Artists and Societies," "Migration and Diaspora," "Democracy: Visions and Realities," and so on.

Sequence B considers the major movements and dominant themes associated with the construction of western culture in its global context, relating these movements and themes to significant developments in other world cultures and to the contemporary world. Adapted from current sequences in western culture, this option provides students with a historically contextualized and integrated treatment of western cultures. In the current Core, only B.A. candidates (about one quarter of all undergraduates), experience the full sequence of three western culture courses. This new model strives to provide *all* students with the opportunity to study coherently these major movements and themes. Faculty who teach in this area will determine how best to provide this coherence.

Courses in both Sequence A and Sequence B would be evaluated on the degree to which they meet the common learning goals described above.

What has changed from the current Core: First, enrollment for courses in either sequence will be capped at 25 in order to provide students with a first-year seminar-style experience, cultivating learning appropriate to students at the beginning of their undergraduate programs. Released from the constraints of "coverage" demanded by a survey model, faculty will be able to focus on major themes. Second, common learning goals are now articulated for courses in the study of western and world cultures and ideas. Integration of world cultures, of which the west is a necessary part, will be more explicit than in the current Core, helping students make cross-cultural comparisons and connections more easily. This will also open both sequences to faculty in new departments (such as Modern Languages and Literatures, Anthropology, and others) who would like to reach students in their first year by offering one or both courses in a sequence.

Religion, Theology & Culture 1

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

The Core curriculum's RTC series is integral to the University's Catholic identity, promoting a critical engagement between faith and cultures and exemplifying a commitment to academic excellence and freedom. In each stage of this series, students will have the opportunity to explore, question, and clarify the role of religion in understanding faith, in forming personal and communal identities, and in engaging the critical issues of the contemporary world.

The first course in RTC aims to enhance critical reflection on religious belief and practice. It introduces students to the basic approaches by which scholars seek to understand what religion reveals about human beings — their societies, traditions, convictions, and aspirations. It provides an opportunity for students to enrich their understanding of their own religious lives and to better comprehend the diverse local and global communities of which they are a part.

What has changed from the current Core: First, like the CTW and CI sequences, RTC courses will have a lowered cap (25 in RTC) to provide a seminar-like experience. Second, this new course description emphasizes the blending of reflection and critical thinking required at this level in the new Core. Third, it is explicitly placed in the context of the Foundations, and shares broad goals with the other Foundations courses, namely active learning and engaged, inner-directed inquiry. It shares with CI courses in particular a concern for the study of the connections among global, including western, cultures. Fourth, all RTC 1 courses study multiple religious traditions or pluralism within traditions and so introduce complexity of content as well as method.

Mathematics

Overall Learning Goals Addressed: Critical Thinking, Mathematics and Quantitative Reasoning

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. This Core requirement develops competencies in mathematics, both as a pure discipline and as an important tool in problem solving. Mathematics develops both analytical and logical reasoning, as well as the capacity to think about a wide range of theoretical and practical problems. In addition, students are increasingly expected to solve problems involving quantitative data, and math offers many tools and habits of mind to facilitate solutions to these problems. Quantitative reasoning – the habit of drawing conclusions based on quantitative information – is essential for students in their capacities as professionals and citizens.

To prepare students to use both analytical/logical skills and quantitative reasoning, the Core requires one mathematics course of all students. This requirement should be completed during the first year in order to maintain continuity with prior math instruction and to prepare students for the Core courses in the natural and social sciences, as well as for more advanced math courses required by many majors. Natural science, math, engineering, and business students will achieve the above goals in part through additional mathematics courses for their majors. While all courses will teach both analytical/logical skills and quantitative reasoning, some, such as Math 8 (Statistics), will emphasize quantitative reasoning more while others, such as Math 6

(Finite Math), may have more of an analytical/logical flavor so that departments and students can select a course with an emphasis on skills that best fit their needs. Many Social Science students will take Math 8 (Statistics) to introduce the quantitative reasoning skills behind statistical tests and analyzing real world data to prepare themselves for the quantitative methods courses that have been created by their majors in the years since the Core was last revised.

What has changed from the current Core: Students are currently required to take one Mathematics, one Natural Science, and either a Mathematics or Natural Science course for a total of three courses in these areas. In the new Core, students would take one Mathematics, one Natural Science, and one Science, Technology & Society course. Because students in business, engineering, natural science and most social sciences are required to take additional math courses for their majors, and humanities students have been more likely to take two Natural Science courses in the current Core, the impact on enrollment in Mathematics courses and student learning about math should be minimal. Since the content of Math 41 can vary from instructor to instructor, the Mathematics and Computer Science Department would be asked to adopt some common learning goals in Math 41 that would help students not only to appreciate the beauty of mathematics, but also to function as effective professionals and citizens; the common topics should be aimed towards preparing students to use analytical, logical, and quantitative reasoning for problem-solving.

Second Language

Overall Learning Goals Addressed: Communication, Perspective

Communication in a second language is an essential skill in the globalizing world that students face. Opportunities for cross-cultural misinterpretation abound. Training in additional languages also provides students experience of the different perspectives that use of another language affords. Jesuit education has always promoted the study of second languages to facilitate intercultural understanding. From the perspective of Santa Clara University, with its privileged location in the heart of Silicon Valley, linguistic and cultural engagement with diverse populations is a natural educational goal. Therefore, students should achieve at least basic conversational proficiency in a second language and demonstrate understanding of some of the cultural differences exhibited by language. The Core requires attainment of introductory level 2 (for majors in mathematics, natural sciences, and business) or level 3 (for all other majors, except engineering) of any modern or classical language other than English. Students should be advised to begin their college-level language study in their first year, whenever possible.

The requirements specified above represent a minimum level of language skill. Most students will fulfill this requirement by taking 1-2 courses at the college level in the language they studied in high school. They could also start a new language. Alternatively, students may satisfy the second language requirement by passing a proficiency exam at the appropriate level defined for their degree program. Proficiency exams are available through the Department of Classics or the Department of Modern Languages and Literatures. Other types of proficiency exams (e.g., Advanced Placement, International Baccalaureate, International A-Level) can also be used to satisfy this requirement. Non-native speakers of English may satisfy this requirement by achieving a passing score on a proficiency exam or by presenting professionally recognized documentation of proficiency in a language other than English to the chair of the Department of Modern Languages and Literatures and the Core Director.

While the above requirements establish a minimum level of language skill, students should be encouraged to go beyond this requirement to develop further the habits of effective communication in a second language. This could be accomplished by advising students to enter a more appropriate first college-level language course, to do so in their first year rather than waiting, and by encouraging majors, minors, and programs to increase proficiency requirements for their students. For example, a social science major with 4 years of high school language instruction would be advised to enter the introductory level 003 or intermediate level 1 in their first year, rather than entering at a lower level after a gap between high school and college language learning. Further, we encourage at least one quarter of language study before study abroad in a non-English speaking country plus a course in that country's language while abroad. In addition, further language study may be appropriate for other programs, such as the Honors Program or certain immersion programs. Majors and interdisciplinary minors should also consider encouraging or requiring additional language study.

What has changed from the current Core: The goals and requirements remain the same as in the current Core. Advising will direct students to take more appropriate levels of language instruction in their first year. Further study of language should be strongly encouraged in other programs, such as study abroad in non-English speaking countries, the Honors Program, and appropriate departments and minors.

Explorations

The Explorations section of the Core comprises courses in Ethics; Civic Engagement; Diversity; Arts; Natural Science; Social Science; Science, Technology & Society; a third course in Cultures & Ideas, and the second and third courses in Religion, Theology & Culture. At least one of these courses (or an equivalent course in the major) must involve an advanced writing component and at least one course (or an equivalent in the major) must have an experiential learning element.

Ethics

Overall Learning Goals Addressed: Arts and Humanities, Critical Thinking, Complexity, Ethical Reasoning

The Jesuit character of the university promotes sustained attention to moral philosophy as applied to the problems of contemporary life. A course in this area helps students to understand how major ethical theories construe ideals such as justice, happiness, virtue, dignity, rights, and equality. It helps students to apply these theories to questions of how individuals and institutions should act in the world.

The ethics requirement advances students' ability to think and write critically about moral problems, concepts, and ideals. Students should grasp the essence of major ethical theories and be able to apply them to personal, professional, or institutional decisions that are normative in nature.

Students should be advised to take the ethics course in the sophomore year, when they have reached a level of maturity that is most appropriate to the subject. Ethical content is, and ought to be, incorporated across the curriculum and co-curriculum as well.

What has changed from the current Core: The goals and requirements remain similar to those in the current Core. Students are now encouraged to take Ethics in the second year, rather than as one of the last courses students take in the Core, as is currently the case.

Civic Engagement

Overall Learning Goals Addressed: Civic Life, Collaboration, Civic Engagement, Communication

The health of any democratic community depends largely on the ability of its members to participate in and contribute actively to community service, philanthropy, and the political system. Fostering civic participation is a vital part of all universities' missions and an important rationale for the public subsidies that make American higher education possible. It is also a central goal of Jesuit education. Yet young people have been disengaging from public life in some troubling ways. Compared to their parents and grandparents, youth are less likely to vote, to trust others and their government, and to believe in the importance of following public affairs.

Research on civic education indicates that a single course that imparts broad knowledge about U.S. or world history, or about how government works, is not enough to increase students' participation; education must also build the skills and dispositions needed for active citizenship. Courses in this area will deepen students' understanding of the rights and responsibilities of citizens in relation to selected institutions and issues. Many of the thematic policy courses offered in Political Science and other departments would be natural places for this kind of work.

However, these courses will also cultivate students' civic skills, such as the ability to deliberate in a reasoned manner with peers and others, to consider alternative viewpoints, to negotiate or mediate conflicting interests, or to seek common good solutions to social problems. This will require that active learning strategies are frequently incorporated in the classroom, through means such as written and oral expression of opinion and arguments, debate and discussion, simulations, mediation and conflict resolution training, or the development of codes of ethics for participation in public life. A current course that employs a web-based simulation for teaching Middle East politics, in which students play the roles of different countries and actors in the region, is an especially worthy example.

When feasible, these courses would also involve students directly in one of many forms of civic engagement, especially electoral politics, issue-based campaigning, government service, or organized philanthropic work. Through direct engagement, students acquire the skills and dispositions to practice participatory citizenship. At the same time, students must be able to situate their local experience of the topic within the broader context afforded by systematic study. Direct engagement might be accomplished through a host of existing programs, including student government or student organizations, carefully chosen placements in the Arrupe Partnerships for Community-Based Learning that allow students to learn about how social institutions work and relate to government, relevant internships (for example, at one of the many national and international foundations headquartered in the Bay Area), study abroad and immersion experiences, Washington Semester, social entrepreneurship efforts (such as the Center for Science, Technology and Society's Global Social Benefit Incubator program), or Engineering design projects (such as the current Solar Decathlon competition).

In addition, flexibility should be given to departments that want to experiment with fulfilling this requirement for their majors through seminars or wrap-around classes (such as two unit current events and policy seminars attached to courses about the science of global warming, stem cells, earth science, and so on). For example, students in an appropriate Chemistry course might enroll in an additional two-unit wrap-around seminar on chemical policy and risk assessment.

Because the practice of informed citizenship relies upon knowledge of how to participate in one's own society, these courses will normally focus on politics, service, or philanthropy related to the U.S. However, because of the reciprocal influence of the U.S. and other societies, making international connections between the U.S. and other countries would be encouraged as well. For example, a course might involve study of U.S. international aid policy or major U.S. philanthropies' funding strategies related to poverty in the developing world (and could include an immersion experience working on a service project in El Salvador or Mexico). Another suitable example might be an Economics or International Business course that gave students an opportunity to engage in debates about, or simulations of, policy-making at the World Bank, International Monetary Fund, Federal Reserve Bank, or Securities and Exchange Commission.

What has changed from the current Core: The goal of preparing students for citizenship exists for several areas of the current Core, especially the U.S., Western Culture, and World Cultures requirements. The purpose of this course is closest to the current U.S. requirement, with a renewed focus on its current goal of preparing students for civic life, albeit in a globalizing world. In accordance with recent research on civic education, this course would focus additional attention on teaching civic skills and developing students' motivations to participate in public life, in part through active pedagogy.

Diversity

Overall Learning Goals Addressed: Diversity, Perspective, Social Justice

Diversity courses directly address and help fulfill the university's mission of working toward a more humane and just world. These courses deepen students' knowledge of diverse human experiences, identities, and cultures. Diversity courses analyze the relations between peoples or social categories that are associated with differences in power and privilege, such as race, gender, ethnicity, nationality, citizenship, religion, class, sexual orientation, physical ability, and so on. Comparative and intersectional analysis of diversity across categories such as race and gender is encouraged, especially because this course may be the only exposure some students have to critical thinking about these important social categories. Because informed citizenship and responsible personal and professional conduct depends upon understanding the formation and dynamics of one's own society, these courses will focus primarily on populations and cultures as they are constituted within the United States. Making connections between local, national, and global contexts is encouraged, especially with attention to the historical and contemporary experiences and perspectives of diasporic communities in the United States. Yet the primary focus on diversity as it is lived within this country distinguishes this area of the Core from the third course in Cultures & Ideas, which is primarily oriented toward global or thematic concerns as they are experienced and viewed from outside the U.S. While this course is one component of meeting the Diversity learning goal, incorporation of diversity across the curriculum will meet the goal even more effectively. For example, a first-year experience linked to the RLCs could provide an introduction to learning about Diversity, as students adjust to the community at Santa Clara University.

What has changed from the current Core: The current Core requires that students in the College of Arts and Sciences take a course in Ethnic Studies or Women's and Gender Studies. This proposal broadens the definition of diversity to include other social categories, encourages more intersectional analysis of diversity where appropriate, and brings the study of diversity into the university-wide Core.

Arts

Overall Learning Goals Addressed: Arts and Humanities, Collaboration, Communication, Complexity

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 making an artistic product, this course sets more ambitious goals. Students will gain an understanding of how the analysis and critique of the arts can inform and inspire one's own creative practice, and vice-versa. Students will also grasp how the aspects of one form of artistic expression and communication can contribute to the store of human knowledge and the individual's self-knowledge.

What has changed from the current Core: The current Core requires that students in the College of Arts and Sciences complete 4 quarter units in the arts, which may be fulfilled by a course or by private instruction in music. This proposal articulates learning goals for this area, which now include integrating production and interpretation of the arts. Given the importance of creative thinking and feeling for human development and innovation in all fields, this proposal would extend the arts requirement to business majors as well.

Natural Science

Overall Learning Goals Addressed: Scientific Method, Mathematics and Quantitative Reasoning, Complexity, Critical Thinking

Students need a deeper understanding of the natural sciences in order to make informed choices as citizens (for example, about environmental or energy policy), as professionals (about how to deal with scientific developments that affect their work), and as individuals (about health, nutrition, and even death). Because the Core course in natural science cannot train students to be scientists, it should familiarize students with some of the most important scientific ideas, with the fundamental assumptions and ways of thinking in the sciences, and how scientists acquire new

knowledge. Students should understand the power, beauty, and limits of knowledge produced by scientific methods of inquiry.

In this course, students will learn theory and concepts central to the study of a particular area or topic treated by the natural sciences. Students will come to a basic understanding of the methods and process of scientific research, and how to distinguish it from non-scientific approaches. Students will demonstrate an ability to analyze scientific problems, evaluate evidence relevant to them, and appreciate that their answers involve degrees of certainty and ambiguity. These goals should be achieved through a laboratory component, wherever feasible. Courses that fulfill this requirement should be capped at 48 students, with lab sections of no more than 24 students.

Although many of these courses will be targeted to non-science majors, all introductory science lab courses for science majors will also satisfy this requirement. In particular, Chemistry 11, which is taken by approximately one-third of all SCU students in the first quarter of their first year, should be given special attention. Because Chemistry 11 is part of the first-year experience for so many students, lecture sections of this course should also be capped at 40 and the committee encourages continued support for a tutoring program for students in this class (see pp. 26-27).

What has changed from the current Core: The proposed goals are closely aligned with those in the current Core for the lab science requirement. Because a hands-on component contributes significantly to student learning, courses with a lab would be preferred, whenever possible. Therefore, faculty who teach courses that qualify for the current non-lab natural science requirement could receive curriculum development support to create a hands-on element in these courses or could modify their courses to fulfill the Science, Technology, and Society requirement (see below). In addition, faculty will be asked to be more explicit in their syllabi about how student understanding of the methods and process of natural science research (a goal of our current Core requirement) are taught and assessed.

In the current Core, most students take an additional natural science or mathematics course. In the proposed Core, students would take a mathematics course and a Science, Technology, and Society (STS) course, described below. Students not majoring in Mathematics, Engineering, or the natural sciences would be required to take the natural science requirement before enrolling in the STS course. Faculty would be encouraged, but not required, to develop STS courses that build on the knowledge taught in specific natural science courses. The proposed arrangement would allow students to make connections more easily between these courses and allow for advanced scientific content in the STS course. For example, a natural science course such as Biology 5 (Endangered Ecosystems) or Chemistry 1 (Chemistry and the Environment) might be followed by an STS course such as Environmental Studies 145 (Environmental Technology) or a new course on Environmental Risk Assessment. This arrangement would facilitate the inclusion of both the Natural Science and STS courses in a designated Core Pathway.

Social Science

Overall Learning Goals Addressed: Scientific method, Mathematics and Quantitative reasoning, Critical Thinking, Complexity

Everyday indicators of human well-being – from the unemployment rate to the crime rate – are not self-evident, but the product of social scientific choices about how to think about and

measure social life. Not only are theories about the causes of joblessness and crime open to much interpretation and debate, but so too are our very definitions of these phenomena. To make well-informed decisions in their civic and professional lives, students will rely heavily on social scientific theory and data about human behavior and societies. Students will need to understand how the social sciences produce knowledge in distinct ways and gain experience in assessing theory and evidence in at least one branch of the social sciences.

Comparable to the natural science requirement, the social science course helps students to learn theory and concepts central to the study of a particular area of the social sciences. Students achieve a basic understanding of the methods and process of social scientific research, and how to distinguish it from other approaches. And students demonstrate the ability to analyze social scientific problems, evaluate evidence relevant to them, and appreciate that their answers involve degrees of certainty and ambiguity.

What has changed from the current Core: The proposed goals are closely aligned with those in the existing Core for this area. This requirement may be met by existing introductory courses in the social sciences that presently qualify for the Core. However, faculty will be asked to be more explicit in their syllabi about how and what students learn about social science methods (a learning goal of our current Core requirement). One possibility would be for a committee of faculty who teach in this area to design a brief learning module on methods, which could become common to each course, thereby offering greater consistency of instruction in this area than we have now. For example, a paper assignment might involve a student designing (but not carrying out) a small research project, including defining research questions that emerge from the course material, choosing appropriate quantitative or qualitative methods, and defending their choice of methods. In addition, social science departments should be encouraged, but not required, to qualify sections of their methods courses for this area of the Core, where these courses offer some examples of how theory and evidence are treated in their discipline.

In the proposed Core, students would also take a Science, Technology, and Society (STS) course, described below. Students would be required to take the social science requirement before enrolling in the STS course. Like the natural science departments, social science faculty would be encouraged, but not required, to develop STS courses that build on the knowledge taught in specific social science courses. The proposed arrangement would allow students to make connections more easily between these courses and allow for advanced social science content in the STS course. For example, a social science course such as Economics 1 (Principles of Microeconomics) could be followed by Sociology 149 (Business, Technology, and Society). Political Science 1 (Introduction to U.S. Politics) could be followed by a new course on Communication Technology and Policy. Psychology 1 (General Psychology 1) could be followed by a section of Psychology 167 (Psychopharmacology) for non-majors. This arrangement would permit both courses to contribute to a designated Core Pathway.

Science, Technology & Society

Overall Learning Goals Addressed: Science & Technology, Scientific Method, Complexity, Critical Thinking

Science and technology increasingly exert profound effects on the natural and social worlds, including our economy, politics, health, environment, and our understanding of ourselves as human beings. This calls for further study of the science and technology that underpin debates

over a wide range of topics relevant to contemporary life. Many of the most important choices that students will make in their lifetimes will concern whether and how they, their employers, and their government should develop, adopt, and regulate scientific and technological innovations. To make informed decisions, students will need to grasp scientific and technological developments, how they emerge, and their social impact.

This course will deepen students' understanding of how science or technology work and the roles they play in our lives by focusing on significant topics. Each course should include attention to the underlying workings of relevant science or technologies in order to prepare students to assess their development and impacts on society and nature. Some courses may focus more intensively on science, while others may pay greater attention to technologies. The course would draw on one or more disciplines that illuminate the study of science or technology. Course offerings are especially welcome from faculty in the natural sciences, but also engineering, economics, history, philosophy, religion, anthropology, or ethics. Historical approaches that demonstrate the relevance of the past to present debates and dynamics of innovation and impacts are also welcome. Ideal, but not required, components of each course include an introduction to conceptual frameworks for understanding influences on the development of science or technology (such as scientific paradigm shifts or technological determinism and neutralism); discussion of theories about the dynamics of technological or scientific change (such as how technological innovations diffuse throughout society over time); and attention to the impacts of science or technology on society and nature.

What has changed from the current Core: This requirement builds upon and broadens the current Technology requirement's emphasis on learning about social influences on, and impacts of, technology. It now includes scientific topics and therefore would be an excellent place for some of the non-lab science courses in the current Core fit into the new Core. Instruction in scientific content or hands-on skills with technology is a mandatory part of the course, but it is not as specifically prescribed as in the current Technology course, which demands that all students receive instruction in algorithmic thinking (i.e., computer programming). Students would be required to take the course after fulfilling the natural science and social science requirements. Faculty would be encouraged to develop courses that build upon what students learned in specific classes in those areas, which would also help generate Core Pathways for students. Course sections with advanced scientific or technical content designated for science, mathematics, and engineering majors would be appropriate. Departments in the sciences and engineering should also be granted some flexibility to propose equivalent experiences to this course for their majors, such as a departmental seminar with a writing component.

Religion, Theology & Culture 2

Overall Learning Goals Addressed: Religious Reflection, Critical Thinking, Complexity

The second course in RTC invites students to deeper engagement with the study of religion through the application of multidisciplinary or interdisciplinary approaches to complex religious phenomena, past and present. By providing multiple, integrated perspectives, this course seeks to enrich students' appreciation for the diversity of human religious expression. This course, which may be either lower or upper division, is to be taken only after completion of RTC 1. It would be an appropriate place to continue the Core's current openness to courses offered by faculty from a variety of disciplines, such as those in the humanities.

What has changed from the current Core: The new description emphasizes interdisciplinarity and multidisciplinary, while also requiring the depth that characterizes the course in the current Core. It is articulated in such a way as to encourage approaches to the study of religion from a variety of disciplinary perspectives, through any one of a number of models (courses taught by faculty in other departments, team-taught courses, Pathways integrations, and so on).

Cultures & Ideas 3: Global/Thematic

Overall Learning Goals Addressed: Global Cultures, Perspective, Diversity, Critical Thinking

An increasingly complex and interdependent world presents challenges such as economic globalization and technology transfer, world health issues, migration, flows of media and information, and international forms of justice and mediation. In order to contribute to a globalizing world, students need to deepen their knowledge of, and develop the habit of thinking critically about, the complexities of global cultures and societies. They also need to gain experience in seeing the world from perspectives that are likely to be geographically or culturally unfamiliar to most students. In this upper-division course on Cultures & Ideas, students will continue to pursue intercultural competence by building upon their foundational exposure to cultural analysis in Cultures & Ideas 1 and 2. As in the previous courses, cultures and societies are studied relationally. Focusing on thematic or theoretical approaches to global topics and issues, the third course considers examples and case studies drawn primarily from outside the United States and Western Europe. Although this course should primarily train its vision on and across Latin America, Asia, Africa, the Middle East, or Eastern Europe, studies of diasporic cultures, including those with a presence in the United States and Western Europe, and/or political or historical approaches that involve some comparison with the west, are possible as well.

What has changed from the current Core: The goals of this course meld those in the current World Cultures/Societies sections of the Core, which are currently designated as Global/Thematic and Area/Regional Studies. CI 3 should offer a breadth of perspective typical of the Global/Thematic courses, while including some perspectives, experiences, institutions, or histories from outside the west. Courses that now qualify for the World Cultures/Societies – Area or Regional requirement could either be broadened in scope to meet this requirement or be adjusted to fit the CI 1 and 2 sequence. Situating these courses within Cultures & Ideas provides greater coherence for the study of world cultures. Offering the third course in the Explorations section of the Core allows students to benefit from taking the third course after gaining greater clarity about their plan of study, so that they can choose courses that best complement the major or fit a Core Pathway. Students in Business are likely to continue to fulfill this requirement via courses offered in their established programs of study, such as Management 80 (Global and Cultural Environment of Business).

Religion, Theology & Culture 3

Overall Learning Goals Addressed: Religious Reflection, Critical Thinking, Ethical Reasoning, Perspective

Building upon the first two courses, the third course in RTC applies insights from the study of religion to difficult, open-ended questions of vital interest to contemporary societies. From historical or current perspectives, this course takes critical engagement to a creative level either

in theory or in practice. It is also a natural place for the development of an advanced writing course (see “Integrations” below). This course is taken only after completion of 88 units and RTC 1 and 2.

What has changed from the current Core: This course more explicitly addresses Core values, such as ethical reasoning, diversity, or civic engagement.

Integrations

The fundamental challenges we face in our lives rarely come packaged in neat disciplinary boxes, but confront us as complex problems that require us to draw on multiple areas of knowledge, habits of mind and heart, and ways of engaging with the world. Integrated learning is necessary to prepare students to address global warming, reduce global poverty without destroying the environment, resolve conflict peacefully, foster democracy, and handle similar challenges that will shape our lives in the coming years. These are problems that can only be addressed by attending to their multiple dimensions – political, legal, scientific, economic, educational, psychological, rhetorical, aesthetic, and spiritual. In addition, our students will continuously need to adapt ways of thinking learned in one context and apply them to others.

One of the foremost aims in revising the Core has been to afford students more opportunities to make connections, including the first-year sequences (some of which may be attached to the RLCs), increased interdisciplinarity in several courses, and four additional elements discussed here. Advanced writing, experiential learning, and the Pathways are not additional required courses in the Core, but elements that should be integrated into other requirements. The Pathways help students to plan and reflect on a strategy for clustering courses on a common theme. And a Crossroads/Vocation course ought to be piloted to inform how the Core or majors might help students more deeply consider perhaps the most important question of an undergraduate’s career: what to do with one’s life.

Advanced Writing

Overall Learning Goals Addressed: Critical Thinking, Complexity, Communication

Building on the Critical Thinking & Writing sequence, students will select one course already required for their major or the Explorations section of the Core (designated with a “W” in the title) that has an Advanced Writing component. The primary purpose of this component will be to deepen familiarity with the values, genres, and conventions relevant to students’ major field of study. Advanced writing, taught by English faculty and others, will also provide additional study of and practice in rhetorical theory, composing processes, critical thinking, and information literacy, within a variety of discipline-specific contexts. Like the CTW sequence, Advanced Writing also helps students gain increased sophistication in critical reading and writing with a purpose, including addressing diverse audiences through a range of styles and voices. Many majors currently offer this instruction in one or more courses. Students in majors that do not offer this coursework will be able to take Advanced Writing embedded in another Core requirement. Development of Advanced Writing courses will require investment in an expansion of the current Writing Program in the English Department to facilitate faculty development in writing across the curriculum as well as a Writing Center to support student learning directly through tutoring and other means. (See “Administration and Faculty Development” for additional discussion of the Writing Program and Writing Center.)

What has changed from the current Core: The proposed goals are closely aligned with those in the current Core for the Third Writing course. This proposal foregrounds the goal of learning to write within discipline-specific contexts. As an Integration component, advanced writing will now be located within a student's major course of study or within the Explorations section of the Core, rather than presenting an additional course requirement.

Experiential Learning

Overall Learning Goals Addressed: Social Justice, Civic life, Perspective, Civic Engagement

Students will also choose one course already required for their major or the Explorations section of the Core (designated with an "E" in the title) that involves experiential learning oriented toward questions of social justice. This component helps students to develop a disciplined sensibility toward the causes of human suffering and misery, and a sense of responsibility for addressing them. Students will engage in a social or cultural setting outside the university's walls, where experience, subject to rigorous reflection, can become a source of knowledge that moves students toward an ongoing engagement with the world in a spirit of service.

Opportunities for students to enter into the orbits of impoverished and marginalized people in Silicon Valley or around the world are especially encouraged, although there is room to experiment with a range of ways that students can both serve and learn through sustained, direct contact with communities or organizations. The university already provides a number of curricular and co-curricular offerings that may be adopted or adapted to the needs of this component of the Core, including Arrupe Partnerships for Community-Based Learning placements, the Santa Clara Community Action Program, 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), and the Local Religion Project. There should be openness to new ways of achieving this correlation between experience and reflective learning as well.

What has changed from the current Core: This is a new element in the Core. However, it builds upon the university's extensive experience and investment in community-based learning, which has distinguished it nationally.

Pathways

In the sophomore year, students declare a Pathway through the Core consisting of four related courses that fulfill different Core requirements. For example, one student might choose an environmentally-themed Pathway made up of required courses on Civic Engagement, Natural Science, Social Science, and the third course in Religion, Theology & Culture. Another student might choose a business-themed Pathway involving courses in Ethics, Social Science, the third course in Cultures & Ideas, and Science, Technology & Society. Many other thematic combinations will be possible. To foster intentional learning students complete a one-page declaration of their Pathway that identifies why they have chosen it and how it relates to their major or other intellectual interests. At the conclusion of the Pathway, students write a short reflective paper on the interdisciplinary connections that emerged among the Pathway courses and their significance for the student's learning. It may be worth exploring the use of electronic portfolios for storing both Pathways documents, along with students' work completed for their majors, for assessment and students' reflection on their own learning over time.

Pathway themes may be defined by faculty who come together within or across departments to identify sets of courses clustered around a single theme. These will be printed in the Core booklet for purposes of student advising. Although most students will likely choose one of the faculty-designated Pathways, students should also be able to propose their own Pathways.

To ensure that all Pathways are thoughtfully chosen, coherent, and sufficiently broad:

- All Pathway themes must be approved by the Core administration
- No Pathway would include more than one course taken in the Foundations phase of the Core
- No Pathway would include more than three courses taught by a single department
- Departments could not require their students to take a certain Pathway
- Completion of the short, reflective Pathway paper would be a requirement for graduation

To ensure that all Pathways are feasible:

- There should be at least five courses that could count for each faculty-proposed Pathway, from which students can choose the four required courses
- Courses that qualify for a Pathway should be taught regularly
- A single course could qualify for more than one Pathway
- Just as many students often declare a major after taking several required courses that count towards it, students may include some courses that they have already taken in their choice of Pathway.
- Students could revise their choice of Pathway as their interests and schedules change
- There should be flexibility about counting courses taken during study abroad toward the Pathways
- Engineering students, whose schedule of requirements is most extensive, and transfer students, could construct a Pathway of three courses rather than four
- The Business School should be allowed to construct a general business pathway out of courses that count for the LSB Core and also encouraged to qualify their courses for many other Pathways that overlap with offerings outside the LSB curriculum
- The Pathway paper would be graded on a credit/no credit basis and these papers would be used primarily to evaluate the Pathways' ability to help students make intellectual connections, rather than to evaluate individual students

These guidelines should be reviewed and amended as needed during implementation.

Additional benefits of the Pathways include:

- Increased collaboration and coordination among faculty who are interested in linking their courses, thereby strengthening the community of teaching scholars
- Enhanced ability of students in majors with large numbers of required courses to complete an interdisciplinary minor, because these would be natural sources of Pathway themes
- The ability of some study abroad and immersion experiences that involve critical reflection upon a return to the university to form part of a Pathway
- The ability of Pathways themes to evolve over time, phasing in and out, as the interests and concerns of faculty and students change

Piloted Course: Crossroads/Vocation

It is odd that universities do not set aside much time in undergraduates' course of study to help them answer the most important question they face upon graduation: what should I do with my life? Many departments offer capstone experiences that involve students drawing together what they have learned in the major to produce an original creative or scholarly work. Similarly, students would also benefit from a structured opportunity to look back over what they have learned in college to discern how it can inform their vocation – a term we understand in the larger sense of one's "calling," or how one's talents and skills might best meet the needs of society. Over time, the piloting of courses designed to foster an improved understanding of vocation should be encouraged. For example, during their senior year students could take a "Crossroads" course. The title acknowledges that students are coming to a major crossroads in their lives where they will need to find a direction. But the name also suggests that making such choices requires drawing together what one has learned about life and oneself from many sources in the curriculum and outside it. The aim of such a course, or other learning experience, would be to give students a time and place to synthesize and engage in careful reflection on their college experience, both academic and co-curricular, in order to discern its meaning for their vocation. This might happen through particular kinds of reading, writing, research, and discussion with professors, counselors, and peers. For some, a spiritual component of this reflection would be important. This, in a sense, would be one of the most explicitly Ignatian moments in the Core and in a Santa Clara education, because it would focus on its overall purpose at the moment when students most need to take responsibility for discerning it for themselves as they prepare to move out into the world.

ADMINISTRATION AND FACULTY DEVELOPMENT

The quality and coherence of the Core depends upon the allocation of adequate resources for implementing and administering it over time. These resources especially include the recruitment of qualified personnel to administer and teach in the Core. Administrative matters are more in the Provost's domain than the faculty's. With this understanding, the committee submits several recommendations that it believes would contribute significantly to the success of the proposed Core.

Administrative Personnel

The committee suggests that faculty committees should continue to oversee each area of the Core. Members would be drawn from among the faculty who teach courses in each area, and from different departments. During the implementation phase of the new Core, these committees would be asked to refine common course-level learning objectives for their areas, recruit faculty to offer courses, and review syllabi for inclusion in the Core. The area committees are likely to do this work most effectively if they are compensated for it.

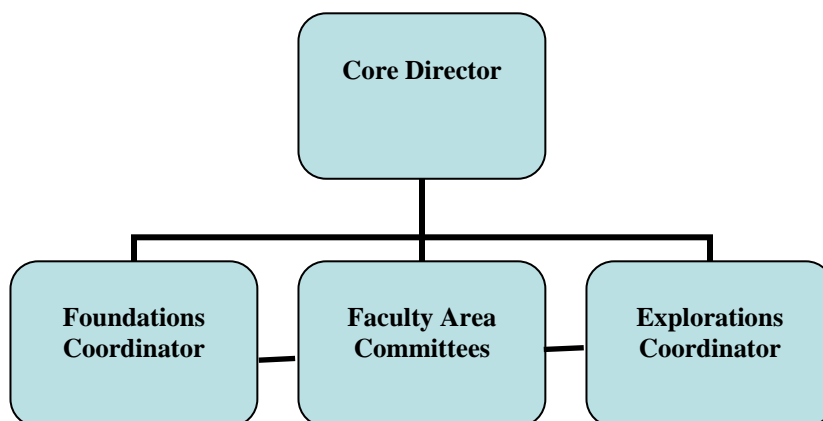
In addition, the committee recommends expanding the role of the Core Director, as well as bringing on a Foundations Coordinator and Explorations Coordinator, who should be at least half-time during the implementation phase of the new Core. Each of these positions should be drawn from the administration or faculty.

The Core Director should be a person with the ability to work with administrators and faculty members across disciplines. To do so effectively, the Core Director should be appointed in the Provost's Office so that the Core remains an institutional priority and is well-integrated with other major campus initiatives. The Director would oversee implementation of the new Core, helping to fundraise and administer resources to sustain the quality and viability of each part of the new Core beyond the first years. Managing the curriculum development process will involve reinvigorating a number of inactive faculty committees that oversee each area of the Core and creating some new ones (e.g., Science, Technology and Society and Civic Engagement). The Director would oversee processes for faculty and curricular development, including establishing appropriate incentives and compensation for the faculty's work, in concert with the Provost, Deans, and Departments. The Director would create a plan for assessing the Core that is manageable, meaningful, and sustainable for faculty. The Director should play a public role off-campus, presenting at national conferences on general education and Jesuit education and learning about best practices elsewhere.

A Foundations Coordinator, drawn from the faculty, would be primarily responsible for developing and approving courses in this phase of the Core to ensure sufficient course availability and quality, especially by working with faculty committees to seed and qualify new sequences in Critical Thinking & Writing and Cultures & Ideas. Broad faculty participation will be needed to do this effectively. Along with the Core Director, the Foundations Coordinator would need to work closely with the Drahnmann Center and other academic support units, Student Records, and Residential Learning Communities to facilitate a smooth transition to the new Core and to integrate it with the co-curriculum. The Foundations Coordinator would oversee the evaluation of the Critical Thinking & Writing and Cultures & Ideas sequences, and play a role in assessment over the long run.

An Explorations Coordinator, also from the faculty, would be another key administrator of the Core. This person would create and work with faculty committees in each area of this phase of the Core and take the lead on administering the Pathways programs. The Explorations Coordinator would work closely with campus centers, programs, institutes and other cross-disciplinary entities, encouraging them to direct faculty development attention to generating Pathways curricula. This person would also participate in evaluating Explorations courses and the Pathways.

Both Coordinators would be needed to develop new advising materials so that faculty and staff are well-informed about the new Core and can implement a smooth transition to it.



Faculty Development and Hires

Sustaining the teaching scholar model's expectations for teaching, research and service during the transition to the new Core would require real investment in course releases and stipends for faculty development and curriculum development. Among numerous initiatives, the committee highlights the importance of enabling current faculty to transition to teaching the new sequences in Critical Thinking & Writing and Cultures & Ideas, developing the Pathways, and expanding opportunities for Experiential Learning and Civic Engagement.

In addition, the revision of the Core would justify and necessitate new investment in faculty positions. New tenure-track lines would help increase the proportion of Core courses taught by tenure-stream professors and senior lecturers, especially in first-year courses. Although all areas of the Core do not require that an identical percentage of sections be taught by tenure-stream faculty, shifting more quarterly part-time positions to renewable lectureships and more lectureships to tenure-stream positions would increase the consistency and quality of teaching, scholarship, and service across the Core and the majors.

Support for Writing and Science

The proposed Core's emphasis on critical thinking and writing, its openness to cross-disciplinary writing courses, and its acknowledgement of the importance of including new media in writing courses would justify an expansion of the English Department's current Writing Program. One

component of this expansion should be a Writing Center, a facility that would serve as a site for tutoring students, providing a forum for faculty development, and developing an online learning component to serve students and faculty not on campus. This would involve investment in an appropriate space, staff, and administrative support to support this important component of the Core Curriculum.

It would also be worthwhile to continue to invest in tutoring for students in introductory science classes (such as Chemistry 11, which is taken by about one-third of the student body). Many first-year students – including a disproportionate percentage of first-generation college students and students of color – struggle in these courses because of uneven preparation in high school for the rigors of college-level science. Class sizes in the natural science courses are typically larger than in other disciplines, which can be an obstacle to offering students individualized attention and support. Ongoing funds for peer tutoring of first-year students by advanced students in the sciences, or others, would help increase retention in the natural science majors.

Evaluation and Ongoing Improvement

The faculty committees that oversee each area of the Core should participate in evaluation. How often this happens is less important than that it happens regularly, that it is manageable in scope, and that the results are used to improve student learning. Compensation, in the form of course releases or stipends, is necessary to support this work.

The learning goal matrix on page 27 indicates the anticipated contribution of each area of the Core to the overall learning goals for the Core.

Transfer and AP credit

Given the centrality of the CTW and CI courses to the SCU experience, students would no longer be excused from taking them because of advanced placement credits. However, advanced placement would continue to count as it does now for all other requirements, including the Mathematics and Second Language requirements. Students may continue to use AP scores to receive credit for units completed as they do now.

Transfer students are an important part of the fabric of our community. It is important to continue to allow them to integrate into Santa Clara by remaining somewhat flexible about how their prior coursework will count toward fulfilling Core requirements. It is likely that most transfer students will, based on college-level courses already taken, be considered to have fulfilled most first-year Foundations courses, including the CTW and CI courses. As is the current practice, they will need to take any two Religion, Theology & Culture courses. Some Explorations courses may also be fulfilled by transfer credit. Transfer students would only need to complete a Pathway requirement by linking *three* rather than four remaining Core courses.

How Learning Goals are Met in Revised Core Curriculum

Note: An M indicates that a course would make a major contribution to a learning goal. We have limited each course to addressing four major learning goals in order to keep assessment manageable by focusing attention on the most important purposes of each course. Assessment should focus on whether courses are meeting baseline expectations for common learning goals, rather than attempting to capture an exhaustive account of student learning in every area of the Core. Faculty committees should define more specific common learning objectives for each course during implementation, perhaps noting what secondary contributions to other learning goals each course makes. Broad learning goals such as Critical Thinking or Complexity may be translated into quite different course-level objectives appropriate to each area of the Core. 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 needed to be reinforced through multiple courses without being a major focus of all of them. For example, key habits of mind and heart, such as Complexity and Critical Thinking, need additional practice throughout the Core.

| Learning Goals | Knowledge: Global Cultures | Knowledge: Arts & Humanities | Knowledge: Scientific Method | Knowledge: Science & Technology | Knowledge: Diversity | Knowledge: Civic Life | Habits: Critical Thinking | Habits: Math & QR | Habits: Complexity | Habits: Ethical Reasoning | Habits: Religious Reflection | Habits: Communication | Engagement: Perspective | Engagement: Collaboration | Engagement: Social Justice | Engagement: Civic Engagement |
|-----------------------------------|----------------------------|------------------------------|------------------------------|---------------------------------|----------------------|-----------------------|---------------------------|-------------------|--------------------|---------------------------|------------------------------|-----------------------|-------------------------|---------------------------|----------------------------|------------------------------|
| Critical Thinking & Writing 1 & 2 | | | | | | | M | | M | | | M | | | | |
| Cultures & Ideas 1 & 2 | M | M | | | | | M | | | | | | M | | | |
| Second Language | | | | | | | | | | | | M | M | | | |
| Mathematics | | | | | | | M | M | | | | | | | | |
| Religion, Theology & Culture 1 | M | | | | | | M | | M | | M | | | | | |
| Ethics | | M | | | | | M | | M | M | | | | | | |
| Civic Engagement | | | | | | M | | | | | | M | | M | | M |
| Diversity | | | | | M | | | | | | | | M | | M | |
| Arts | | M | | | | | | | M | | | M | | M | | |
| Natural Science | | | M | | | | M | M | M | | | | | | | |
| Social Science | | | M | | | | M | M | M | | | | | | | |
| Religion, Theology & Culture 2 | | | | | | | M | | M | | M | | | | | |
| Cultures & Ideas 3 | M | | | | M | | M | | | | | | M | | | |
| Science, Tech, & Society | | | M | M | | | M | | M | | | | | | | |
| Religion, Theology & Culture 3 | | | | | | | M | | | M | M | | M | | | |
| Advanced Writing | | | | | | | M | | M | | | M | | | | |
| Experiential | | | | | | M | | | | | | | M | | M | M |

Analysis of Proposed Core and Majors for BA & BS in Social Sciences

Foundations (1st & 2nd years)

| | | |
|-------|-------------------------------------|---------------|
| CTW 1 | Math | |
| CTW 2 | Language (1-2 courses to 003 level) | = 7-8 courses |
| CI 1 | RTC 1 | |
| CI 2 | | |

Explorations (2nd-3rd years)

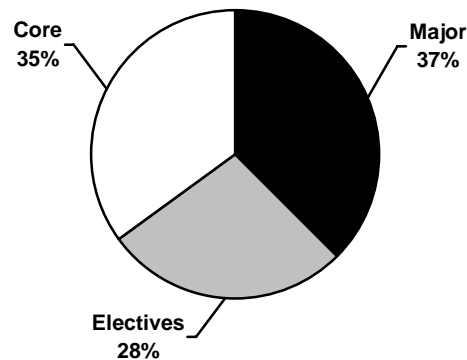
| | | | |
|---------|-----------|-------|--------------|
| Nat Sci | RTC 2 | Arts | |
| Soc Sci | Ethics | CI 3 | = 10 courses |
| STS | Diversity | RTC 3 | |
| Civic | | | |

Experiential (double-dip within major or Core)

Advanced writing (double-dip within major or Core Explorations courses)

= 17-18 courses
-3 double-dips with major

Total = 14-15 courses



Notes: Assumes that humanities and social science departments continue to offer an average of three courses that count for both the Core and the major (“double dips”). Students with advanced placement credits for math or second language would be excused from those requirements according to current practice, potentially reducing the size of the Core further. Pie chart assumes students take an average of 40 courses total and uses average size of the BA major (15 courses).

Analysis of Proposed Core and Majors for BS in Mathematics, Computer Science and Natural Sciences

Foundations (1st & 2nd years)

| | | |
|-------|----------------------------------|-------------|
| CTW 1 | Math | |
| CTW 2 | Language (1 course to 002 level) | = 6 courses |
| CI 1 | RTC 1 | |
| CI 2 | | |

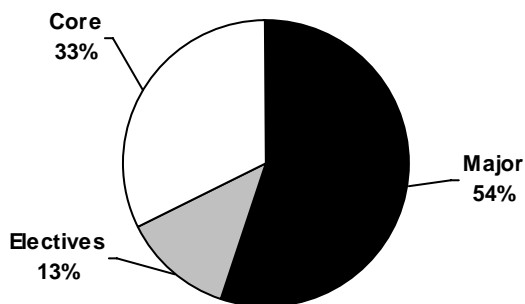
Explorations (2nd-3rd years)

| | | | |
|--------------------|-----------|-------|-------------|
| Nat Sci | RTC 2 | Arts | |
| Soc Sci | Ethics | CI 3 | = 7 courses |
| STS | Diversity | RTC 3 | |
| Civic | | | |

Experiential (double-dip within major or Core)

Advanced writing (double-dip within major or Core Explorations courses)

Total = 13 courses after double-dips with majors



Notes: Assumes that Math and Natural Science departments offer equivalents to the STS and Civic courses within their majors through seminars, wrap-around classes, etc. Students with advanced placement credits for second language would be excused from those requirements according to current practice, potentially reducing the size of the Core further. Pie chart assumes students take an average of 40 courses total and uses average size of the BS major (22 courses).

Analysis of Proposed Core and Majors for Engineering

Foundations (1st & 2nd years)

| | | |
|-------|----------------------------------|-------------|
| CTW 1 | Math | |
| CTW 2 | Language (1 course to 002 level) | = 5 courses |
| CI 1 | RTC 1 | |
| CI 2 | | |

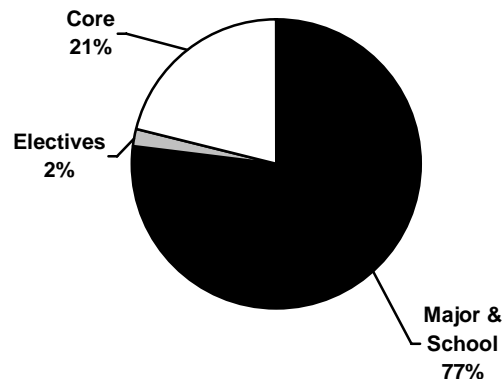
Explorations (2nd-3rd years)

| | | | |
|--------------------|-----------|-------|-------------|
| Nat Sci | RTC 2 | Arts | |
| Soe Sci | Ethics | CI 3 | = 5 courses |
| Civic | Diversity | RTC 3 | |
| STS | | | |

Experiential (double-dip within major or Core)

Advanced writing (double-dip within major or Core Explorations courses)

Total = 10 courses after double-dips with major and school requirements



Notes: Engineering may fulfill the STS and Social Science requirements through a combination of Applied Math 108 and CTW for Engineers (with STS themes). Engineers may fulfill Civic and Arts through Co-Op education, design project, seminars, wrap-around classes, etc. Engineering students fulfill Second Language through two years of high school language study. The Experiential component may be fulfilled by an immersion experience or other Core courses that integrate this element. Advanced writing may be fulfilled by Co-Op Technical Report or another writing course offered within the Core or major that includes this element. Pie chart assumes students take an average of 190 units total and average size of the Engineering school and major requirements totals 146 units. Engineers may link three courses into a Core Pathway rather than four.

Analysis of Proposed Core and Majors for Business

Foundations (1st & 2nd years)

| | | |
|-------|-------------------------------------|---------------|
| CTW 1 | Math | |
| CTW 2 | Language (0-1 courses to 002 level) | = 5-6 courses |
| CI 1 | RTC 1 | |
| CI 2 | | |

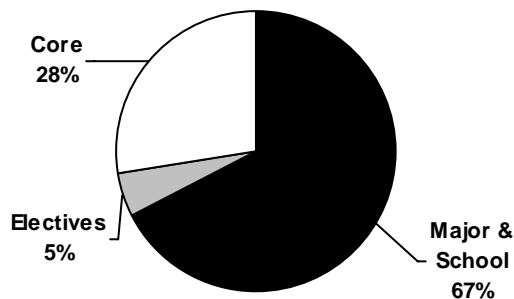
Explorations (2nd-3rd years)

| | | | |
|--------------------|-------------------|-----------------|-------------|
| Nat Sci | RTC 2 | Arts | |
| Soe Sei | Ethics | CI 3 | = 5 courses |
| STS | Diversity | RTC 3 | |
| Civie | | | |

Experiential (double-dip within major or Core)

Advanced writing (double-dip within major or Core Explorations courses)

**Total = 10-11 courses
after double-dips w/major
and school requirements**



Notes: LSB students may fulfill the following requirements in one of many ways that could count for both the Core and the LSB Core: Math - Math 30 and 31 or 11 and 12, plus numerous courses that teach quantitative reasoning; Ethics - Management 6; Social Science - Economics 1; STS - OMIS 34 and OMIS 40/41 or a wrap-around class that involves attending a relevant speaker series, discussion, and reflective writing on science or technology (the Center for Science, Technology & Society and the Ethics Center consistently offer relevant programming); Civic Engagement - Management 160 or 169, or a capstone or other class that addresses public policy issues; Experiential Learning - internships with a reflection paper relating students' thinking about their vocation to questions of social justice, or any Core course that incorporates this component; CI 3 - Management 80. Business students may especially benefit from Arts classes in Theater or Graphic Design that help develop presentation skills. Additional ways of meeting the learning goals are encouraged, including immersion and study abroad experiences. Pathways: LSB should be allowed to construct a general business Pathway of courses that count for the LSB Core and is also encouraged to qualify LSB courses for many other Pathways that overlap with offerings outside the LSB curriculum. Pie chart assumes students take an average of 40 courses total and average size of the LSB school plus major requirements is 27.