DATE: April 18, 2007

TO: Virginia Arthur, Chair of the Joint Faculty Assembly

FROM: Richard P. Albares, former chair of JFA

RE: Recent Assembly actions on the Common Curriculum

Version history:
#1 to Rita Knuesel on Feb. 9, 2007
#2 to Kathryn Enger on April 14, 2007
#3 to Kathryn with corrections on April 16, 2007
This is version #4, corrected and updated.

Please find below the full texts of all components of the new CSB|SJU Common Curriculum that the Joint Faculty Assembly has approved in detail during the current academic year. For a comparison of the requirements in the old Core Curriculum and the new Common Curriculum, see the Framework of February 2006 (as amended). Readers of this report might also find useful a very brief statement of our reasons for changing the general curriculum that I drafted a few weeks ago in a different context:

We have revised the general curriculum because the old Core was burdensome in its complexity and at the same time very uneven in its contents: anecdotal evidence indicated that many Core course were very good, some were bad, and all of them were very different. The new Common Curriculum aims to be simpler in the demands it makes on students, more consistent in the quality and content of the courses that make it up, and far more accountable to all of our audiences and constituencies because what students are learning from the new curriculum (in conjunction with their other studies) will be systematically assessed.

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The Fall First-Year Seminar in the Common Curriculum
(Approved by an electronic vote of the Joint Faculty Assembly on September 26, 2006.)

The Joint Faculty Assembly hereby establishes a new Fall First-Year Seminar, which is to be required of all first-time, first-year students beginning in the autumn of 2007, replacing the first semester of the current First Year Symposium. The Fall First-Year Seminar will have characteristics that are substantially identical to those in "Model Fall A: Simply Skills, Simply Core" described by the "Whatever Replaces FYS Task Force" and the "Summer Assessment Task Force" in their report of August 15, 2006 (LINK), pp. 2 & 12-14. Where the wording of this motion differs from the text of the task forces' report, the wording here takes precedence:

A. Synopsis: All first-time, first-year students will take this one-semester required course in the fall term. Faculty will choose a topic that is consistent with published CSB|SJU Undergraduate Learning Goals (LINK) and responds to the mission statements (LINK). All sections of the course will furthermore have in common the development of a set of skills, namely, to read and think critically, to write and speak clearly and effectively in a variety of formats, to discuss actively and to listen respectfully, to engage in information-seeking that relies upon intellectual integrity, showing an awareness of the avenues through which to find reliable source materials and discernment in evaluating them. The Fall First-Year Seminar will be designated as a course in the Common Curriculum, rather than in a particular academic division or department.

B. Course learning goals: This course will address the two Undergraduate Learning Goals CSB|SJU (LINK) which read:

- Graduates will be able to apply clear thinking and communication skills to the exploration of fundamental questions of the human condition.
- Graduates will be able to establish patterns of life-long learning to seek and integrate knowledge of self and the world.

More specifically, students will

1. Advance their mastery of critical reading, writing and discussion by:
   - reading and analyzing a wide variety of challenging texts, asking thoughtful, increasingly complex questions of the material, in order to engage fully in class activities;
   - developing their written style, improving the mechanics and organization of their prose as well as discovering their own voice and an awareness of audience;
   - leading discussions confidently and energetically, listening actively and respectfully to others, and playing a variety of roles in an effective discussion;
   - testing and improving the quality of their thought (and their articulations of that thought) through the exchange of ideas with other persons.

2. Discover and practice sound principles of information literacy and effective use of information technology by:
   - adhering to the CSB/SJU policy on intellectual integrity and plagiarism
   - becoming familiar with library resources and staff
   - conducting basic searches and evaluating sources with success
3. Demonstrate accountability and responsibility for their own learning by manifesting the ability to ask questions both for clarification and for purposes of seeking further information and challenging an idea.

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The Spring First-Year Seminar in the Common Curriculum
(Approved by the Joint Faculty Assembly on November 1, 2006)

The Joint Faculty Assembly hereby establishes a new Spring First-Year Seminar, which is provisionally to be called "Advocacy and Argumentation" and which will be required of all first-time, first-year students beginning in the spring of 2008, replacing the second semester of the current First Year Symposium.

Prerequisite: Fall FY Seminar as approved by JFA in the electronic vote of Sept. 26, 2006

A. Synopsis: All first-time, first-year students will take this one-semester required course in the spring term. The course focuses largely on increasingly complex writing and oral communication skills, and also gives substantial attention to the development of information literacy skills. Faculty will choose a topic that is consistent with published CSB|SJU Undergraduate Learning Goals (LINK) and responds to the mission statements (LINK). All sections of the course will furthermore have in common the development of a set of skills, namely, to read and think critically with less guidance from the professor than in fall semester, to write and speak clearly and effectively in a variety of more complex tasks, to discuss actively and to listen respectfully to divergent views on controversial issues, to engage in information-seeking that relies upon intellectual integrity, showing an awareness of the avenues through which to find reliable source materials and discernment in evaluating them.

Students will complete a research project or projects on a topic of interest to them which is related to the course topic. The topic must have sufficient complexity and controversy to support the study of the role of advocacy and argumentation. Students must research multiple views of the issue and present them cogently in a sustained written project without relying upon or devolving into polarized rhetoric. The project or projects will require that students engage with their topic not just with passion, but with discipline, creativity, and the artful and engaged listening required of effective advocacy and argumentation. One mark of success will be an increased comfort and skill researching views unfamiliar to them, especially when those views are in conflict with their own assumptions or goals. Students will also present and defend their own point of view in further brief writing projects and in oral presentations. Students will demonstrate their ability ~o listen to divergent views, to challenge others' thinking in constructive ways, and to assume the role of leading voice on an issue of importance to them and to their course topic. The Spring First-Year Seminar will be designated as a course in the Common Curriculum, rather than in a particular academic division or department.

B. Course Learning Goals: This course will address the two Undergraduate Learning Goals of CSB|SJU (LINK) which read:

- Graduates will be able to apply clear thinking and communication skills to the exploration of fundamental questions of the human condition.
- Graduates will be able to establish patterns of life-long learning to seek and integrate knowledge of self and the world.

More specifically, students will
1. **Advance their mastery of critical reading, thinking, and oral and written communication skills** by:
   - independently reading, analyzing and evaluating research sources and asking thoughtful, increasingly complex questions
   - applying their reading and research to support written and oral presentations, in particular showing the ability to see multiple points of view to identify the strengths and weaknesses of argumentative strategies, and to understand the role of advocacy
   - developing their written style, improving further the mechanics and organization of their prose in a lengthy project which requires an articulation of their own voice and a sophisticated awareness of audience
   - demonstrating effective oral communication of the explored topic through a formal oral presentation, and through the constructive critique of other students' presentations
   - evidencing an awareness of style in writings in which advocacy and argumentation are essential features

2. **Discover and practice sound principles of information literacy and effective use of information technology** by:
   - adhering to the CSB|SJU policy on intellectual integrity and plagiarism
   - working closely with library resources and staff
   - practicing sound principles of information literacy and effective use of information technology and research strategies as they conduct more refined searches and evaluate a wide variety of sources
   - using appropriate citation and illustration from research to illustrate the complexity of the issues

3. **Demonstrate accountability and responsibility for their own learning** by
   - manifesting the ability to ask increasingly complex questions both for clarification and for purposes of seeking further information and challenging an idea or position.
   - gaining confidence and agency in using their voice in public conversation (which might range from scholarly debate to civic engagement)

**C. Assessment:** Assessment will focus on students' ability to refine research questions and to evaluate sources, as well as writing and oral presentation skills. The assessment of these skills will rely upon a content-embedded per- and post assignment to be administered at the beginning and end of each semester. These assessment practices will be coherent and composed of measures that provide valid and reliable information related to achievement of learning goals. Rubrics will also be implemented to measure effectiveness of oral presentation. The FY Director or Director of the Common Curriculum, with the assistance of the Academic Assessment Office, will use the common assignments for compilation of student learning data across sections. Librarians evaluate samples of students' "Information Skills Resumes" at the end of the first year and perhaps in the sophomore, junior, and/or senior years.
Basic assumptions:

- Students will stay together for both semesters
- Faculty will ordinarily teach FYS for both semesters. When this is not possible faculty will work together to provide a well-articulated sequence of courses.
- Faculty teaching the first semester will advise students for the whole year. If this is not possible faculty teaching the second semester will collaborate with the first semester faculty to provide consistent student advising.

The following information is provided as explanation and clarification. It is not part of the revised motion.

**RATIONALE:**
The structure of the new core curriculum states:

"**First Year Seminar:** All students will complete a one-semester First-Year-Seminar and an additional one-semester writing-intensive course in the first or second year."

The Fall semester is consciously designed to address those skills students need to survive the transition from high school and to provide the groundwork for successful work in upper-class courses, by removing or at least reducing obstacles to the pursuit of their intellectual development and the expression of their own views in their own voice. The Spring semester assumes that the skill building continues (as it must continue throughout the four years), but will require more complex and lengthy assignments.

The proposed second semester course is conceived as an opportunity to teach students how to apply their communication skills with purpose and within diverse contexts. It would promote critical thinking as well as the ability to make an extensive written argument supported by appropriate literature. Specifically, this course builds upon the prior semester in the following ways:

- First, this course will require students to research specific complex issues. They will be expected to apply the basic information literacy skills developed in the first semester in a sustained and strategic written effort.
- Second, this course will require students to correunit to a position on issues and articulate arguments. They will be expected to apply the resources of evidence and argument with purpose.
- Third, this course will require students to present their arguments in an oral presentation. They will be expected to apply the basic oral communication skills they developed when leading discussions in the first semester to a presentation which demonstrates active verbal support for a specific position

At the end of this first-year two-course sequence, students will have demonstrated their ability to read independently longer, complex readings with minimal support (such as study questions, annotations, and reading guides). They will show an increased ability to see nuance in arguments and complex issues, beyond polarized "black and white" thinking. Students' written and oral communication will show clarity, organization, stylistic flexibility, and reliance on
They will demonstrate authoritative writing and speaking in a variety of styles. Their reading, listening, and peer response will show an ability to hear opinions and voices very different from their own with greater understanding, interest, engagement, and compassion. Students will show that they understand that writing is a process, and that research is a multifaceted activity affecting many areas of our lives. They will demonstrate their ability to conduct a multi-stage research project involving substantial writing and oral presentation, with intermediate deadlines provided by faculty, as groundwork for future self-directed research papers and projects in their major courses and in upper-division Core courses.

**COURSE IMPLEMENTATION IDEAS:**

**Student work:**
The course focuses on issues for which a variety of divergent, compelling views exist, and on the acquisition of skills necessary for effective advocacy and argumentation. Library staff conducts training workshops on effective use of electronic databases, electronic and print indexes, and search engines. The professor evaluates the early drafts of the research assignments and works with students to develop and refine research skills, to use sources effectively to support a thesis, and to cite sources accurately. Assignments in addition to the major research project and oral presentation in the Spring course might include: position papers, summaries, annotated bibliographies, letters to the editor, editorials, soap box speeches, analyses of persuasive messages, debates, grant proposals, service learning projects. Students also present their work in a variety of oral presentation models. Participation as audience to class members' presentations would require active and respectful listening. As the capstone, experiential, and ethics components of the new core take shape, the faculty can revisit the assignments expected in the spring FY course to be sure students have a first introduction to the skills and concepts required of the senior year requirements.

**Staffing:**
The current proposal assumes that the two courses will continue with the same group of students and in most cases with the same professor. This model would be most effective with class size of 16. This question must be examined in light of the staffing analysis underway by the academic officers, the department chairs, and the director of FYS. Enrollments elsewhere may need to increase to cover this added cost of smaller class sizes in the first year courses.

Faculty from all divisions would offer sections of "Advocacy and Argumentation." Not all faculty would be required to teach in this program, but each division would need to offer a sufficient number to meet program needs. We anticipate that the majority of FY sections will be taught by faculty in the Humanities and Social Sciences, given current staffing. The staffing situation may well change, however, with the disciplinary course reductions in the new core, and it would be a strength to the program to include sections taught by faculty in Fine Arts and Natural Sciences whenever possible.

**Administrative structure:** The FY Director and/or Common Curriculum Director coordinates the staffing and implementation of FY Common Curriculum courses working with the Department Chairs, Divisional Heads and the Academic Officers, especially the Directors/Deans of advising and assessment. This person coordinates the program and collects data from all sections as part of ongoing program assessment.
Resources: The FY Director or Director of the Common Curriculum organizes a workshop for faculty teaching the course for the first time (and those who wish to repeat it); facilitates an active peer-review program of class observation and review of course materials; with the Office of Academic Assessment conducts assessment activities with accountability and program coherence as primary goals; holds dinner-and-discussion meetings for faculty; and provides a handbook of sample syllabi, sample assignments, grading rubrics, and other resource material for faculty. A campus-wide master calendar listing all lectures, readings, and fine-arts events serves as a resource for course planning.

Common theme or content: Assignments that help students develop research, writing, and oral presentation skills are common elements of all sections. Faculty teaching "Advocacy and Argumentation" may, if they wish, coordinate common readings, lectures, films, or other learning activities. A small number of required assignments in all sections must meet the criteria for the common assignments for assessment.

Orientation: The summer orientation or work between semesters might emphasize the importance of strong basic skills in reading, writing, oral presentation, critical thinking, and information literacy for work in all disciplines.

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The Mathematics Requirement in the Common Curriculum
(Approved by the Joint Faculty Assembly on December 5, 2006)

The Joint Faculty Assembly hereby establishes the following goals and course description for a 4-credit Mathematics requirement as part of the new Common Curriculum. This requirement replaces the current MT Core requirement and will be required of all students matriculating in the Fall of 2007.

The requirement will be satisfied either by a designated four credit Mathematics course taken at CSB/SJU or by an equivalent three or more semester credit Mathematics course that has been accepted by the institution as transfer credit.

Goals
1. Students will apply mathematical techniques to solve problems in a specific area of mathematics.
2. Students will demonstrate an understanding of the mathematical principles which underlie the techniques they use.
3. Students will demonstrate an understanding of mathematical concepts in a specific area of mathematics.
4. Students will model problems from other disciplines or everyday life by applying mathematical techniques.

General Course description

The course will address the contemporary role of mathematics. It will also stress mathematics as a conceptual discipline and will demonstrate to students the aesthetics and value of mathematics. The course will be structured so that students are actively involved in doing mathematics and demonstrating their understanding of concepts appropriate to that course in various ways. The specific content, the questions, and the examples used in the class should begin with ideas familiar to the students.

The course will enable students to understand and use mathematical language and notation and to appreciate the need for that language and notation. It will also address the power and limitations of mathematical reasoning as a tool for solving problems from other disciplines and from everyday life. The course will focus on student involvement, understanding and appreciation for mathematics rather than on computational rigor.

Assessment

Responsibility to assess each element of the Common Curriculum will fall on the appropriate department/division. Assessment plans submitted for each component will be reviewed by APSAC and the Assessment Office, and should be in place by the end of spring semester 2007.
The Natural Science Requirement in the Common Curriculum
(Approved by the Joint Faculty Assembly on December 5, 2006)

The Joint Faculty Assembly hereby establishes the following goals and course description for a Natural Science requirement as part of the new Common Curriculum. This requirement replaces the current NS Core requirement and will be required of all students matriculating in the Fall of 2007.

The requirement will be satisfied either by a designated four credit Natural Science course taken at CSB/SJU or by an equivalent three more semester credit Natural Science course that has been accepted by the institution as transfer credit.

Learning Goals
Students will:
1. successfully conduct a scientific investigation, typically as part of a lab or field work, to answer a given question;
2. solve or analyze challenging problems using qualitative and/or quantitative sources of information;
3. communicate clearly and concisely (either in writing or orally) the methods, results, and conclusions of a scientific investigation; and
4. evaluate information, ideas and scientific claims using appropriate criteria.

General Course Description

Natural science is a systematic, empirical study of our universe. Core natural science courses are designed to introduce students to: the scientific process, scientific literature, laboratory investigation, and the application of science to real life. Each course will have disciplinary content.

Assessment

Responsibility to assess each element of the Common Curriculum will fall on the appropriate department/division. Assessment plans submitted for each component will be reviewed by APSAC and the Assessment Office, and should be in place by the end of spring semester 2007.

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The Social Science Requirement in the Common Curriculum
(Approved by the Joint Faculty Assembly on January 24, 2007)

The Joint Faculty Assembly hereby establishes the following goals and course description for a Social Science requirement as part of the new Common Curriculum. This requirement replaces the current SSL and SSU Core requirement and will be required of all students who matriculate beginning in the Fall of 2007.

The requirement will be satisfied either by a designated four credit Social Science course taken at CSB/SJU or by an equivalent three or more semester credit Social Science course that has been accepted by the institution as transfer credit.

Goals:
1. Students will demonstrate understanding of basic facts and theories of a social science discipline
2. Students will acquire knowledge that enables them to make responsible social, civic and personal choices.
3. Students will make critical social science arguments supported by evidence appropriate to an introductory level.

General Course Description

The social science core requirement challenges students to think critically and to make informed personal, social, political and economic decisions. The social sciences apply scientific methods to the study of human beings, their attitudes and behaviors, the social forces that shape their lives and the social institutions they create. The study of social science requires students to examine both the theories that have been developed to understand human beings and the methods of knowing and testing upon which these theories are based. What makes the social sciences unique is that human beings are both the agents and the objects of study; the object of study can, and often does, change as a result of the knowledge that is generated in the social sciences. For this reason, personal, social, political and economic life can all change (for better or worse) as a result of the knowledge produced by the social sciences.

Courses that satisfy the social science requirement will be four credit introductory level courses that are fundamental and central to their respective disciplines. Students majoring in one of the social science disciplines will be required to take a social science course from a discipline other than their chosen major. The social science requirement will typically be satisfied in the first or second year.

Assessment
Responsibility to assess this element of the Common Curriculum is assigned to the Social Science Division. Assessment plans must be reviewed by the Academic Policies, Standards, and Assessment Committee and by the Assessment Office, and should be ready to be implemented by the end of Spring Semester, 2007.
The Fine Arts Experience Requirement in the Common Curriculum
(Approved by the Joint Faculty Assembly on February 1, 2007)

The Joint Faculty Assembly hereby establishes the following goals and course description for a Fine Arts Experience as part of the new Common Curriculum. This requirement replaces the current FAE requirement and will be required of all students who matriculate beginning in the Fall of 2007.

Goals:
1. Students will be exposed to a wide variety of artistic expression through attending Fine Arts presentations on the CSB/SJU campuses and reflect upon those experiences.
2. Students will learn appropriate audience decorum for Fine Arts events and have opportunities to demonstrate this behavior.
3. Students will better understand and appreciate the visual and performing arts as an expression of the human condition.

Course Description

Fine Arts Experience

All students will be required to attend eight approved Fine Arts Events over the course of their first two years at CSB/SJU (any combination of 2 visual arts and 6 performing arts events). Students are encouraged to finish this requirement during their first year, but must complete it by the end of their sophomore year.

Assessment

Responsibility to assess this element of the Common Curriculum is assigned to the Fine Arts Division. Assessment plans must be reviewed by the Academic Policies, Standards, and Assessment Committee and by the Assessment Office, and should be ready to be implemented by the end of Spring Semester, 2007.

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The Fine Arts Requirement in the Common Curriculum
(Approved by the Joint Faculty Assembly on February 1, 2007)

The Joint Faculty Assembly hereby establishes the following goals and course description for a Fine Arts requirement as part of the new Common Curriculum. This requirement replaces the current FA Core requirement and will be required of all students who matriculate beginning in the Fall of 2007.

The requirement will be satisfied either by completing four credits of designated Fine Arts courses taken at CSB/SJU or by an equivalent three or more semester credit Fine Arts course that has been accepted by the institution as transfer credit. (It is understood that a course bearing a FA designation will not necessarily meet all five learning goals--see note*.)

Learning Goals*

1. Students will demonstrate a basic understanding of the historical; the theoretical or the applied aspect of one of the fine arts.
2. Through performance or study, students will identify and describe a range of contrasting styles within one of the fine arts.
3. Students will experience the creative process through performance/artistic production and through first-hand observation such as demonstrations, workshops, attending live performances, etc.
4. Students will apply analytical skills in exercising artistic discrimination and aesthetic judgment.
5. Students will describe how the arts reflect and influence the individual and society.

* Courses fulfilling the FA requirement are of two types:
   1. Performance/Production;
   2. History/Theory.

Departments/instructors will identify and incorporate at least three (3) course appropriate goals from the above for each FA designated course.

General Course Description

General Description

Art, music, dance and theater enrich our lives by exploring what it means to be human. In its own way, each of these arts nourishes our intellect, stirs our emotions, and touches our spirits. The creative impulse is a vital force within each of us, and its manifestation in the arts can both shape and reflect our lives in the modern world. Learning to understand the fine arts is a gradual process that becomes increasingly meaningful as one gains knowledge and experience. There are various paths that can be taken toward greater understanding. Hands-on participation in an art form is one. For students, this might involve performing in a musical ensemble or a theatrical production, or taking a class in painting or dance. Courses about the norms and traditions of an art are another path that students might pursue in classes such as art history or music theory. Finally, all students should encounter the arts by attending performances and gallery shows with an open and thoughtful mind. Students’ experiences with the arts will be different in particulars. However, all should acquire a firm basis on which to
continue to deepen their understanding of and sensitivity to the arts during their collegiate years and throughout their lives.

Assessment

Responsibility to assess this element of the Common Curriculum is assigned to the Fine Arts division. Assessment plans must be reviewed by the Academic Policies, Standards, and Assessment Committee and by the Assessment Office, and should be ready to be implemented by the end of Spring Semester, 2007.

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The First of Two Theology Course Requirements in the Common Curriculum
(Approved by the Joint Faculty Assembly on February 1, 2007)

The Joint Faculty Assembly hereby establishes the following goals and course description for a Theology requirement as part of the new Common Curriculum. This requirement replaces the current THEO 180 Core requirement and will be required of all students who matriculate beginning in the Fall of 2007.

The requirement will be satisfied either by a designated four credit Theology course taken at CSB/SJU or by an equivalent three or more semester credit Theology course that has been accepted by the institution as transfer credit.

Goals for the first course in theology are:

1. Students will articulate a basic knowledge of the Christian tradition.
2. Students will analyze critically scripture and other theological texts.
3. Students will articulate differing viewpoints on a controversial issue facing Church and society today.
4. Students will articulate a Benedictine approach to at least one of the issues addressed in the course.

General Course Description

Because of our Benedictine Catholic institutional commitment, the first theology course for all students will be an introduction to the Christian tradition, with special emphasis on the Biblical tradition. The first required course in theology is a common one-semester, four-credit course (THEO 111, The Biblical Tradition) in which all students enroll, optimally in their first or second year, and it will be taught solely within the Department of Theology.

Assessment

Responsibility to assess this element of the Common Curriculum is assigned to the Theology Department. Assessment plans must be reviewed by the Academic Policies, Standards, and Assessment Committee and by the Assessment Office, and should be ready to be implemented by the end of Spring Semester; 2007.

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The Upper Division Theology Course Requirement in the Common Curriculum
(Approved by the Joint Faculty Assembly on February 14, 2007)

The Joint Faculty Assembly hereby establishes the following goals and course description for a second Theology requirement as part of the new Common Curriculum. This requirement replaces the current JC Core requirement and will be required of all students matriculating beginning in the Fall of 2007.

The requirement will be satisfied either by a designated four credit 300 level Theology course or a 300 level course which is cross listed with Theology taken at CSB/SJU or by an equivalent upper division three or more semester credit Theology course that has been accepted by the institution as transfer credit.

Common goals for the second course in theology are:

1. Students will articulate a basic knowledge and theological understanding of a specific religious topic or theme.
2. Students will demonstrate a critical theological understanding of religious texts, images, artifacts, ideas, and/or practices in their historical and/or cultural contexts.
3. Students will analyze contemporary issues facing religion and society based on their theological knowledge.
4. Each course ‘may have additional goals depending on its departmental locus.

Course Description

Theology 111 will be a prerequisite requirement for this course. Courses fulfilling the Upper Division Theology requirement must focus primarily on religious phenomena: texts, images, artifacts, ideas, and/or practices. They may analyze these phenomena from a variety of disciplinary perspectives: theological, historical, literary, philosophical, sociological, psychological, exegetical, ethical, pastoral. These courses must, however, be "theological" in three senses. First, they must require students to understand the way other people think critically from the perspective of a faith commitment. Second, they must create space for the students to think critically about their relationship to faith. Third, they must also include some texts in which the authors engage in critical reflection from the perspective of faith commitments. The religious phenomena studied in these courses may come primarily from the Christian tradition or from other religion, but in the latter case the course must stimulate a dialogue between Christian and other tradition(s).

Assessment

Responsibility to assess this element of the Common Curriculum is assigned to the Theology Department. Assessment plans must be reviewed by the Academic Policies, Standards, and Assessment Committee and by the Assessment Office, and should be ready to be implemented by the end of Spring Semester, 2007.
The Global Language Requirement in the Common Curriculum
(Approved by the Joint Faculty Assembly on March 7, 2007)

The Joint Faculty Assembly hereby establishes the following for a Global Language Requirement as part of the new Common Curriculum. This requirement replaces the current language core requirement and will be required of all students matriculating in the fall of 2007.

The requirement will be satisfied by successful completion of one of the following:
- A language course in Latin, French, German, Spanish, Chinese or Japanese at the level of 211 or above (or 116 for Greek*).
- A departmental language proficiency exam.
- A language course at the equivalent level of 211 that has been accepted by the institution as transfer credit.

Student Learning Goals for Modern European Languages
Students will:
1. Demonstrate a minimum proficiency level of Intermediate-Low, as defined by the American Council on the Teaching of Foreign Languages, in at least two of the four language skills (listening, speaking, reading, and writing). Such a proficiency level means that students will have a functional command of the target language which allows them to communicate limited basic needs and ideas, and negotiate simple situations.
2. Demonstrate awareness of a variety of cultural contexts in which the target language is spoken, and have a functional command of the basic rules of social interaction in that language.

Student Learning Goals for Classical Languages
Students will:
1. Have a functional command of the target language which allows them to read ancient texts of moderate difficulty with the aid of a dictionary.
2. Demonstrate awareness of the cultural contexts being studied.

Student Learning Goals for Asian Languages
Students will:
1. Demonstrate a minimum proficiency level of novice-high for speaking, and novice-mid for reading and writing. Such proficiency levels mean that students will have a functional command of the target language which allows them to communicate basic needs.
2. Demonstrate awareness of the cultural contexts being studied.

Student Learning Goals for English (when-English is not the student’s first or strongest language)
Students will:
1. Demonstrate a minimum proficiency level of Advanced, as defined by the American Council on the Teaching of Foreign Languages, in at least three of the four language skills (listening, speaking, reading, and writing).
2. Demonstrate the academic English language skills sufficient to cope with college-level work.
**General Description:**
As a keystone of a solid liberal arts education, the language proficiency requirement forms an integral part of the CSB/SJU core curriculum. Language is a fundamental tool for engaging as a citizen of the international community in intellectual, creative, critical, and productive capacities. The study of a world language fosters critical, analytical, and communication skills and it allows students to develop a deeper awareness of their own language. Language study is transformative; it shifts the place from which students experience the world, bridging global and local perspectives. Through this language-focused study of the intersection of global cultures, students will be better prepared to understand cultural patterns different from their own and gain a broader outlook on historical and contemporary issues.

By successfully completing the language requirement, students, except for students in the Classics, begin to develop a functional level of proficiency that will enable them to use a second language in a variety of contexts. In doing so, it prepares students for the vital academic opportunities such as study abroad and other experiential learning pursuits that distinguish CSB/SJU.

* Starting in fall 2007 Greek will be taught over two semesters, but meeting every day for a slightly shorter time, with 6 credits per semester, so it's still a 12 credit sequence.

**Assessment**
Responsibility to assess this element of the Common Curriculum is assigned to the Modern and Classical Languages department and Hispanic Studies program. Assessment plans must be reviewed by the Academic Policies, Standards, and Assessment Committee and by the Assessment Office, and should be ready to be implemented by the end of Spring Semester, 2007.

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The Humanities Requirement in the Common Curriculum
(Approved by the Joint Faculty Assembly on March 7, 2007)

The Joint Faculty Assembly hereby establishes the following goals and course description for the two-course Humanities requirement as part of the new Common Curriculum. This requirement replaces the current core requirement of two lower level Humanities courses and one upper-level Humanities course and will be required of all incoming students matriculating in the Fall of 2007. The requirement will be satisfied by two designated three or more credit Humanities courses from different disciplines taken at CSB/SJU. This requirement may be met by equivalent Humanities courses accepted by the institution as transfer credit.

Goals for each of the two courses taken in the Humanities:

1. Students will engage with texts using the analytic, critical, sympathetic, and/or speculative methods of one of the Humanities disciplines.
2. Students will demonstrate critical thinking and effective communication through writing about and discussion of the examined texts.

General Description:

The Humanities disciplines constitute a way of thinking, talking and writing about what it means to be human. Study in the Humanities disciplines introduces us to people we have never met, places we have never visited, times in which we have not lived, perspectives we have never taken, and ideas that may never have crossed our minds. Through careful and rigorous engagement with texts produced by (and about) those other people, places, and ideas, we explore issues of identity, community, and culture, as well as values, purpose, and meaning. With perspectives thus enlarged and enriched, and with the skills to explore these questions further, the Humanities invite and equip us to live an examined life. Courses that satisfy the Humanities requirement will be either upper or lower division four-credit courses with no more than one course from a single Humanities Department. Though Theology is one of the Humanities disciplines, Theology courses do not satisfy the Humanities requirement. Interdisciplinary courses, with a Humanities orientation, are eligible for designation as a Humanities core course.

Assessment

Responsibility to assess this element of the Common Curriculum is assigned to the Humanities Division. Assessment plans must be reviewed by the Academic Policies, Standards, and Assessment Committee and by the Assessment Office, and should be ready to be implemented by the beginning of Fall Semester, 2007.
The Ethics Common Seminar Requirement in the Common Curriculum
(Approved by the Joint Faculty Assembly on April 3, 2007)

The Joint Faculty Assembly hereby establishes the following goals and course description for an ETHICS COMMON SEMINAR requirement as part of the new Common Curriculum. This requirement replaces the current Senior Seminar Core requirement and will be required of all students matriculating beginning in the Fall of 2007.

The requirement will be satisfied either by a designated four credit upper level course taken at CSB/SJU or by an equivalent upper division three or more semester credit course that has been accepted by the institution as transfer credit.

[See the April 3 Agenda for the Rationale and Support Commitments.]

Learning Goals

Students will

1. Identify ethical issues inherent in situations common in modern life;
2. Articulate multiple perspectives on contested ethical issues;
3. Articulate coherent arguments in support of their own normative judgments about contested ethical issues, arguments that are grounded in ethical and other analytic or scholarly perspectives;
4. Demonstrate a critical understanding of the conceptual foundations of the ethical and other scholarly perspectives addressed in the course

General Course description

Prerequisite: Junior or senior standing.

In order to promote discussion of complex ethical issues, courses are seminar based and enrollment will be capped at 20 students (the Common Curriculum director may decide to admit students beyond this cap after consultation with the instructor of the seminar. The cap will be routinely raised for any Ethics Common Seminar taught on a study abroad program, to accommodate the number of students participating in the particular program.)

The Ethics Common Seminar has the purpose of helping students develop the ability to recognize ethical issues, examine them from multiple perspectives and articulate the reasoned arguments that support their normative judgments as a means of developing students’ ability to make responsible decisions.

Exploration of ethical concepts and modes of analysis along with other scholarly methods of analysis provide the frameworks to help students develop their moral reasoning and decision-making. Faculty from all disciplines can teach this course; topics are chosen specifically because they are debatable and widen the field of moral vision.

Departmental courses may be cross-listed with Common Ethics Seminar courses if approved by the Common Curriculum director. A Common Ethics Seminar will not also fulfill a divisional common curriculum requirement for a particular student. Any
departmental course which focuses on professional codes of conduct or legal standards must examine their underlying ethical assumptions, if it is to be cross-listed with the Common Ethics Seminar.

The Ethics Common Seminar may continue to be offered on Study Abroad programs.

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The Gender Requirement in the Common Curriculum
(Approved by the Joint Faculty Assembly on April 17, 2007)

The Joint Faculty Assembly hereby establishes a Gender requirement for the new common curriculum with the following characteristics:

This gender requirement will be satisfied by a four credit course taken at CSB/SJU or by an equivalent three or more semester credit course that has been accepted by the institution as transfer credit. Courses taken for the Gender Requirement may fulfill another Common Curriculum requirement.

Goals

1. Students will use gender as a primary lens of analysis for examining course content.

2. Students will identify the gendered (women's and men's) perspectives and experiences as they manifest themselves within course content.

3. Students will articulate how gender intersects with at least one of the following: race, class, ethnicity, nationality, or sexuality.

4. Students will demonstrate ability to analyze individual or local experiences of gender in light of relevant broader structural and/or theoretical contexts.

General Course Description

We are all gendered beings, and as such, gender both influences and is influenced by personal experience and human action. This fact has been recognized by most academic disciplines in scholarly conversations that explicitly consider gender. Consequently, today's liberally educated individual must not only be aware of their gendered identity but also taught the ways in which gender interacts with scholarly inquiry.

This requirement reflects the more thorough-going form of gender analysis that has evolved over the last twenty years. Initially, gender analysis within disciplines took the form of noting exceptional women and their contributions to a traditionally-male discipline, or discussing how women's experiences provide a counterexample to supposedly universal models. Increasingly, however, it has recognized the pluralism of gendered experience for both women and men, examined a wider range of areas, and “begun to define what binds together and what separates the various segments of humanity” (to use feminist phase theory), and it is this more complete analysis that informs the proposed Gender Requirement.

Since courses fulfilling the Gender Requirement must use gender as a primary focus both of the students' perspectives and course content, it is insufficient to count a course that only contains a unit on gender; it must spend substantial time examining gendered concepts and methods of analysis. In addition, because gender cannot be considered in a vacuum, courses must also discuss how gender intersects with categories of race, class, ethnicity, nationality, or sexuality. Finally, courses must explore the connections between content and students' own lives as gendered beings in society.
Assessment

Responsibility to assess this element of the Common Curriculum is assigned to the Director of the Common Curriculum. Assessment plans must be reviewed by the Academic Policies, Standards, and Assessment Committee and by the Assessment Office, and should be ready to be implemented by the end of Spring Semester, 2008.

Report ends. The April 17, 2007 session of the Joint Faculty Assembly was the last business meeting of the year, and so this document may be regarded as a complete record of Assembly actions to establish the Common Curriculum during Academic Year 2006-07.