Common Core proposal

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Common Core Proposal.pdf;

Dear Members of the SLU community:

The University Undergraduate Core Commi ee is pleased to present to you our proposal for a new SLU Common Core.

We look forward to discussing this proposal with you at faculty, student, and advising assemblies in the coming weeks.

Please direct your quesons, c omments, and requests for clarificaon t o the UUCC through your respecv e assembly representav es.

Sincerely,
The Members of the UUCC

Proposal: SLU Common Core
Submitted to the SLU community (St. Louis and Madrid)
by the University Undergraduate Core Committee (UUCC)
October 1, 2019

One University :: One Core

The Common Core at Saint Louis University prepares all students to be intellectually flexible, creative, and reflective critical thinkers in the spirit of the Catholic, Jesuit tradition. The Core nourishes students' minds, hearts, souls, and wellbeing, and guides them in discerning how to use their talents for the good of others and find God in all things.

* * *

The Core invites discovery by asking students to investigate where their individual passions and vocations lie, and to encounter and appreciate the same in others. In the Core, students are confronted with multidimensional problems and concepts, and are encouraged to respond by asking innovative questions, making inventive connections, and envisioning new ways forward.

The Core promotes integrity by strengthening the intellectual and interpersonal tools that prepare students to lead purposeful lives. Students learn to understand human cultures and the natural world, to obtain and evaluate evidence, and to integrate multiple modes of inquiry to address complex questions. They also practice listening carefully and communicating lucidly in order to examine their values and beliefs, learn from others, and form ethical commitments.

The Core inspires courage by cultivating students' agency in their own intellectual transformations and helping them become informed citizens who create positive change. The Core calls on students to envision a just society, recognize how and when injustice is institutionalized, and identify conditions that promote the dignity and equity of all. The Core compels students to reflect upon and step outside of themselves to navigate cultural and national boundaries and act as stewards of our planet.

The Core fosters connection by placing the acquisition and application of knowledge in context at the center of a holistic, mutually-transformative education. The Core educates the whole person by enabling students to integrate knowledge gained from both the Core and the major, and then apply that knowledge both within and beyond the University. By providing collaborative and community-based opportunities for students to act in solidarity with others in pursuit of truth, the Core makes visible SLU's mission of educating people for and with others in the service of humanity and the greater glory of God.

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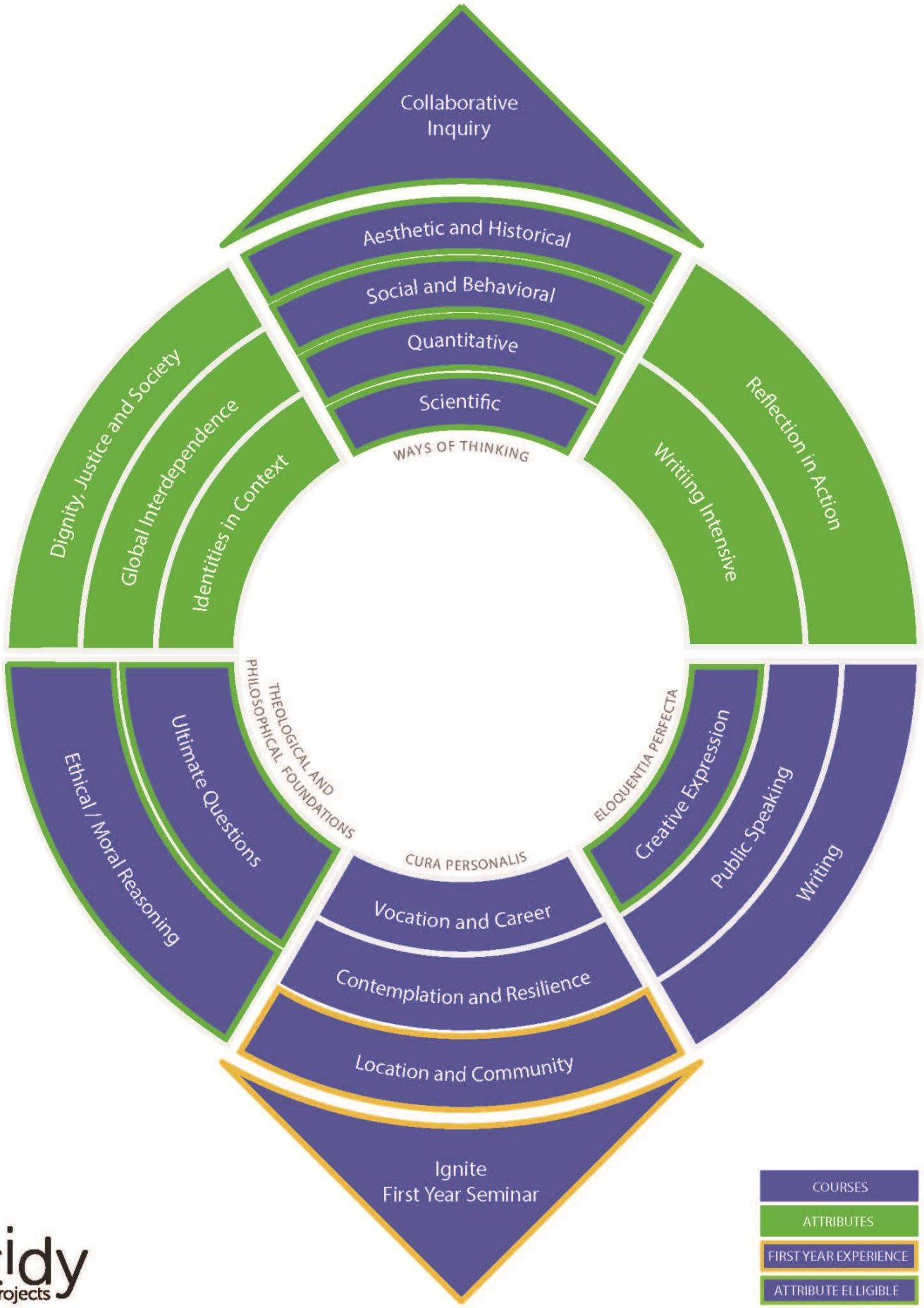
Our Common Core image, below, was created by undergraduates: Tidy Projects, SLU's student-run Graphic Design team.



tidy projects

Invitational by Design

SLU's Common Core is a 35-credit-hour general education experience completed by all baccalaureate students at SLU, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our undergraduate Core Student Learning Outcomes.

The Common Core also offers all SLU faculty a unified curriculum designed to facilitate cross-campus collaboration and innovation. Envisioned as an open invitation to all faculty, the Core is designed to allow multiple and varied opportunities to develop courses that can be approved to meet Core requirements. Any instructor who wants to propose a Core class should find opportunities to do so.

Ignite First Year Seminars allow all faculty members to share the subjects about which they are most passionate. Many existing courses are likely to fit the Ways of Thinking requirement, to engage the Equity and Global Identities outcomes, or to offer students opportunities to take their knowledge into the community and reflect in action. Those interested in interdisciplinary approaches to complex questions are encouraged to develop Collaborative Inquiry courses, the culminating experience in the Common Core. And although this proposal does not group requirements by theme, it leaves space for engaged faculty to collaborate on thematic clusters of courses—on topics such as racism, urban poverty, global health, happiness—through which interested students might navigate Core requirements.

There will be continuing opportunities for faculty to engage in shaping the implementation of the Common Core as their interests and expertise inspire them. The new Core will bring in seven Associate Directors of the Core (see p. X) who will be charged with guiding outreach and faculty development for their component areas. Incentives will also be available: the Core will be able to provide faculty development stipends as well as co-curricular funds for training, development, and delivery of our new Common Core.

Overview of Core Components

FIRST YEAR EXPERIENCE (4 credit hours)

The Core begins with a four-credit-hour **First Year Experience** that introduces all entering students to what makes Jesuit education different and distinctive. SLU's First Year Experience is grounded in Ignatian Pedagogy, which envisions learning as a process situated in a specific context; rooted in both previous and new intellectual experiences; dependent upon and deepened by reflection about those experiences; and finally made meaningful when new knowledge is put into action.

Through the combined and integrated learning experiences of two first-year Core components—the **Ignite First Year Seminar** and **Cura Personalis 1: Location and Community**—students are oriented to the Ignatian pedagogical paradigm. These courses model ethical and compassionate approaches to knowledge fostered in the teacher–student relationship and concern for the wellbeing of others within the specific context of Saint Louis University.

- In the **Ignite First Year Seminar**, SLU faculty members model for new students an attentiveness to and reverence for university-level inquiry in the Jesuit educational tradition. Instructors introduce students to the ideas and questions that have sustained and continue to fuel their passion and commitment as individuals and teachers. These seminars invite students to ask themselves what subjects, questions, and scholarly approaches spark their own sense of wonder. They also introduce students to the fundamental skills of information literacy they will need as they navigate research questions in the Core and major.
- **Cura Personalis 1: Location and Community** is ideally completed in a student's first semester at SLU. This one-credit-hour course comprises part one of a three-part sequence designed to offer students grounding, guidance, and support as they navigate the intellectual and interpersonal challenges of university life. This course situates students within the histories, places, and resources of Saint Louis University, and assists them in their transition to college-level learning in the Jesuit tradition. Students are also oriented to the academic, career preparedness, health, wellness, civic and cultural resources available as they navigate their SLU journey, and are invited to consider the diverse perspectives and backgrounds that make up the SLU community, including their own.

THEOLOGICAL AND PHILOSOPHICAL FOUNDATIONS (6 credit hours)

The disciplines of philosophy and theology lie at the intellectual center of the Catholic, Jesuit educational tradition. The SLU Common Core introduces students to these disciplines by requiring a course in each: one focused on ethical and moral reasoning and the other on ultimate questions of human existence. Together, these two courses introduce students to fundamental philosophical and theological traditions, including Catholic, Jesuit traditions, through which scholars engage with questions of ethics, morality, being and transcendence.

- In **Theological and Philosophical Foundations: Ethical and Moral Reasoning**, students learn and apply ethical theories and methods—including ones that have influenced the Catholic tradition—in order to evaluate modes of conduct, character traits, and social systems from the standpoint of human dignity, well-being, and justice.
- In **Theological and Philosophical Foundations: Ultimate Questions**, students reflect critically on their own and others' worldviews by wrestling with "ultimate questions" in dialogue with the Catholic tradition. These courses focus on such questions as the nature of reality and our ability to know it; our relationship to the transcendent; and the meaning and destiny of human existence.

ELOQUENTIA PERFECTA (8 credit hours plus attributed course)

The cultivation of eloquence in speech and writing has been a fundamental part of the Jesuit tradition since the 1599 *Ratio Studiorum* defined *eloquentia perfecta* (perfect eloquence) as a central goal of the liberal arts curriculum. The SLU Core advances this tradition with courses in written, oral and visual communication, and creative expression that foster forms of reasoned discourse essential to academic excellence and action for the common good.

- **Eloquentia Perfecta: Written and Visual Communication** guides students in learning to write effective expository prose, design effective visual messages and participate in academic discourse. Through a variety of formal and informal assignments that require several stages of invention and revision, students gain rhetorical awareness of purposes, audiences, and contexts.
- **Eloquentia Perfecta: Oral and Visual Communication** teaches students how to prepare and deliver effective oral and visual messages. As students build oral and visual communication skills, they also advance their ability to think critically about oral and visual messages and to reflect on how identity and values shape their own and others' oral and visual communication.
- **Eloquentia Perfecta: Creative Expression** cultivates critical thinking through engagement with a creative process. These courses foster technical skills that allow students to communicate ideas creatively, advance students' capacity to become informed critics of art, media and/or design, and develop their awareness of how creative expression is influenced by personal and cultural contexts.
- Finally, students take one **Writing Intensive-attributed course**—in the Core, major or other coursework—that further strengthens their ability to write effective argumentative prose within the context of a specific Core or disciplinary inquiry.

WAYS OF THINKING (12 credit hours)

A hallmark of a liberal arts education in the Catholic, Jesuit tradition is exposure to a breadth of disciplines and intellectual traditions. The **Ways of Thinking** distribution in the SLU Common Core introduces students to distinct, disciplinary lenses through which to encounter and engage with the world around them. In the **Collaborative Inquiry** seminar, the culminating experience of the Core, students integrate and apply these analytical skills, working together to explore complex, enduring, and real-world questions.

- **Aesthetic and Historical Ways of Thinking** courses advance students' understanding of the importance of aesthetic and/or historical contexts for social and cultural phenomena. Students learn how to think critically and draw reasoned conclusions about aesthetic and/or historical artifacts using qualitative interpretive techniques and scholarly sources.
- **Scientific Ways of Thinking** courses begin with empirically-testable proposition(s) about the structure and behavior of the natural world. From these first principles, inquiry enables deeper understanding of these structures & behaviors and guides students in the application of these principles to address real-world problems.
- **Quantitative Ways of Thinking** courses introduce students to the ubiquity of data and models. Students attain a breadth and depth of mathematical or statistical skill sets that allows them to assess quantitative information, develop rigorous arguments, and communicate reasoned conclusions.
- **Social and Behavioral Ways of Thinking** courses develop students' ability to analyze communication, culture, individuals, institutions, or society. By learning about and applying quantitative or qualitative tools, students encounter the complexity of real-world challenges as these are experienced by individuals or groups, locally, nationally, or globally.

COLLABORATIVE INQUIRY COURSE (3 credit hours)

The **Collaborative Inquiry** requirement within the SLU Common Core gives students an opportunity to integrate and collaborate. In seminars that explore complex questions without straightforward answers, students work with their peers to apply concepts, methodologies, and ways of thinking learned in earlier Core and other coursework to find multidimensional approaches to contemporary societal problems like climate change or racial inequality, or enduring questions concerning topics such as the nature of beauty, effective leadership, or the transcendent.

EQUITY AND GLOBAL IDENTITIES (attributed courses and experiences)

The prime educational objective of Jesuit schools, in the words of Fr. Pedro Arrupe, S.J., is to form "men and women who cannot even conceive of love of God which does not include love for the least of their neighbors; men and women completely convinced that love of God which does not issue in justice for others is a farce." At the center of the SLU Common Core is a commitment to helping students understand the world in which they are living so that they can better advocate for justice and act in solidarity with people who are disadvantaged and oppressed.

Courses or experiences approved to carry the attributes of **Identities in Context**, **Global Interdependence**, **Dignity, Justice, and Society**, and **Reflection-in-Action** can be found throughout the Common Core and within major, minor or other coursework.

- **Identities in Context** courses guide students in rigorous examinations of how diverse and intersecting identities shape how people move through and experience the world. In these courses, students analyze how identities form through interaction with others and within social structures, explore key categories of identity analysis, reflect on their own biases, and connect across difference.
- **Global Interdependence** courses provide students with the intellectual tools they will need to understand and participate in our interconnected world. In these courses, students explore the global impact of personal choices and local actions in order to become engaged and responsible global citizens committed to finding solutions to challenges rooted in global or transnational interdependence.
- **Dignity, Justice, and Society** courses ask students to apply concepts of human dignity, well-being, equity, and justice to an analysis of existing social systems. Students evaluate those systems as they currently function, and use this critical analysis to envision systemic social change that promotes human dignity, equity, and justice.
- Finally, the curricular and co/extra-curricular experiences that satisfy the **Reflection-in-Action** requirement encourage students to experience meaningful learning opportunities beyond the university and to reflect upon how that community engagement enhances their understanding of acting with and for others.

CURA PERSONALIS SEQUENCE (3 credit hours)

SLU's three-part **Cura Personalis** sequence offers students grounding, guidance, and support as they navigate the intellectual and interpersonal challenges of university life. These three Core components together focus on caring for the whole student, and on developing each student's ability to care for themselves and those around them.

- **Cura Personalis 1: Location and Community** is completed in a student's first year at SLU. This one-credit-hour course is designed to offer students grounding, guidance, and support as they navigate the intellectual and interpersonal challenges of university life. This course situates students within the histories, places, and resources of Saint Louis University, and assists them in their transition to college-level learning in the Jesuit tradition. Students are also oriented to the academic, career preparedness, health, wellness, civic and cultural resources available as they navigate their SLU journey, and are invited to consider the diverse perspectives and backgrounds that make up the SLU community, including their own.
- **Cura Personalis 2: Contemplation and Resilience** (pre-requisite: Cura Personalis 1) guides students in a structured process of reflection and discernment informed by or in dialogue with the Ignatian tradition. These one-credit-hour experiences invite students to look inward to consider how their academic and co-curricular experiences have begun to shape their vocational aspirations; they are also invited to look outwards to witness the various and diverse ways in which their mentors and peers practice responding with resilience to the inevitable challenges we all face as we move through life.
- **Cura Personalis 3: Vocation and Career** (pre-requisite: Cura Personalis 1; Cura Personalis 2) is the third and final component of this sequence. Students are guided in an examination of both academic and non-academic post-baccalaureate options and logistics; preparing career-enhancing tools; and developing appropriate career-enhancing practices. Most importantly, Cura Personalis 3 gives students the opportunity to reflect on intersections between their Core and major and assists them in crafting written and oral arguments about how that intersection informs who they are as they leave SLU and embark on their career journey.

University Core Student Learning Outcomes

All SLU graduates will be able to…	What this means for SLU . . .
SLO 1: Examine their actions and vocations in dialogue with the Catholic, Jesuit tradition	Catholic, Jesuit beliefs and traditions provide the intellectual and spiritual foundation for education at Saint Louis University. **The Core exposes** students to Catholic, Jesuit and other worldviews and asks them to reflect on how these perspectives inform their character, sense of purpose, and vocations in order to imagine and assess the moral and spiritual implications of their actions and life choices.
SLO 2: Integrate knowledge from multiple disciplines to address complex questions	A breadth of knowledge is the heart of a Catholic, Jesuit liberal arts education. **The Core fosters** creative ability and an understanding of cultures, institutions, systems, and the natural world; it introduces students to a variety of disciplinary perspectives and asks them to synthesize that knowledge for systemic inquiry and innovation.
SLO 3: Assess evidence and draw reasoned conclusions	Critical thinking—from the scientific method to the creative process, from systems thinking to complex abstractions—is a hallmark of a well-developed mind. **The Core fosters** a student's ability to gather source material and discern its reliability, analyze data via quantitative and qualitative methods, compare multiple interpretations of evidence, evaluate conflicting claims, and demonstrate evidence-based reasoning.
SLO 4: Communicate effectively in writing, speech, and visual media	Eloquent communication connects people and advances ideas. **The Core compels** students to analyze written, oral, auditory, and visual messages and their implications in order to communicate effectively with a clear understanding of audience, rhetorical purpose, argumentation, genre, and style.
SLO 5: Analyze how diverse identities influence their lives and the lives of others	Interdependent identities—such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation—shape how people move through and experience the world. **The Core helps** students assess how identities are constructed historically, culturally, socially, and linguistically. Students will be able to examine values and biases, empathize with others, and connect across cultures.
SLO 6: Recognize transnational or global interdependence	Many persistent challenges—from climate change to health crises to the distribution of wealth and property—transcend national boundaries. **The Core gives** students the intellectual tools to understand and participate in this interconnected world. Students will be able to identify the transnational impact of local actions in order to be engaged and responsible global citizens.
SLO 7: Evaluate the extent to which social systems influence equity and reflect innate human dignity	The Catholic, Jesuit tradition calls on students to envision a just society, recognize how and when injustice is institutionalized, and identify conditions that promote the dignity and equity of all. **The Core enables** students to consider how social, political, and cultural systems influence human interactions and well-being in the past, present, and future.
SLO 8: Collaborate with others toward a common goal	Academic, professional, and community life requires acting together intentionally toward a shared objective. **The Core advances** students' abilities to listen actively, cultivate an atmosphere of mutual respect, delegate work fairly, exercise servant leadership, manage conflict, and invite diverse ideas.
SLO 9: Apply and acquire knowledge through engagement beyond the University	Acquiring and applying knowledge in context advances more holistic, mutually transformative education. **The Core requires** students to partner with and learn from those in broader communities—from internships to immersion experiences, from clinical practice to community-based research. By acting with and for others, students experience and reflect on the benefits of community engagement.

Ignite First Year Seminar	Core Requirement
Core component title	Ignite First Year Seminar: [topics vary]
Minimum credit hours	3
Core-specific pre- and co-requisites / requirements	Requirement: Must be completed during a student's first 36 credit hours at SLU
Core component summary	Courses that satisfy the Ignite First Year Seminar requirement within the SLU Common Core invite SLU faculty to teach what they are most passionate about, and model for students an attentiveness to and reverence for university-level intellectual inquiry in the Jesuit educational tradition. Led by SLU faculty members teaching in their areas of disciplinary interest and expertise, these seminars invite students to consider how individual experience shapes intellectual curiosity, and to ask themselves what subjects, questions, and scholarly approaches spark their own sense of wonder. Additionally, all Ignite First Year Seminars are delivered in partnership with SLU Libraries, and will introduce students to the fundamental skills of information literacy that provide a foundation for undergraduate research.
Core component learning outcomes	Students who complete this course will be able to: • Understand the Ignatian pedagogical tradition as a distinctly Jesuit approach to learning • Understand how one distinct disciplinary or interdisciplinary mode of inquiry shapes knowledge of our world • Reflect on how diverse identities shape and inflect intellectual inquiry and reflect upon how their own identities have and will continue to shape their course(s) of study • Identify, evaluate, and utilize a variety of source materials to complete a course assignment
Core SLO(s) that this component is designed to intentionally advance	**Introduce** / **Develop** / **Achieve** SLO 1, SLO 2, SLO 3, SLO 5 /	
Essential criteria required of all Core components designated as Ignite First Year Seminars ***What all instructors must do/teach/assign to ensure the integrity of each section University-wide***	• Introduce and employ the Ignatian pedagogical paradigm in the design and delivery of course • Introduce students to how one distinct disciplinary or interdisciplinary mode of inquiry shapes knowledge • Model for and make visible to students how the Ignatian pedagogical tradition provides a context and framework for disciplinary inquiry that fosters curiosity, engagement, reflection, commitment and evaluation • Introduce students to information literacy concepts (linked to a course assignment) in partnership with SLU libraries • Require students to produce an artifact in which they reflect on how their own diverse backgrounds and experiences have shaped their intellectual interests, curiosities, and commitments
Notes	• All Ignite First Year Seminars have the option of adding Cura Personalis 1: Location and Community to course as a lab section • Ignite First Year Seminars are NOT eligible to carry any additional core attributes

Theological and Philosophical Foundations: Ethical and Moral Reasoning	Core Requirement

Core component title	Varies		
Minimum credit hours	3		
Core-specific pre- / co-requisites and/or requirements	Pre- or co-requisite: Cura Personalis 1: Location and Community		
Core component summary	Courses that satisfy the Theological Foundations: Ethical and Moral Reasoning requirement within the SLU Common Core ask students to learn and apply ethical theories and methods—including ones that have influenced the Catholic tradition—to evaluate modes of conduct, character traits, and social systems from the standpoint of human dignity, well-being, and justice.		
Core component learning outcomes	Students who complete this course will be able to: • Explain ethical theories, methods, and concepts, including ones that have influenced the Catholic tradition (for instance, such concepts as human dignity and respect, justice, and the common good) • Engage in modes of ethical reasoning that employ ethical theories, methods, and concepts for guiding and organizing the construction of moral arguments as a form of value-based, empirically informed reasoning aimed at reaching credible moral judgments • Use the above theoretical approaches and resources in contexts of personal and social-institutional moral evaluation		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 7	SLO 1, SLO 3	
Essential criteria required of all Core components designated as Theological and Philosophical Foundations: Ethical / Moral Reasoning ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Devote at least three weeks of the semester to teaching a minimum of two ethical theories or methods that affirm ethical reasoning as a path to moral judgment (e.g., Aristotle's virtue ethics, Kant's ethics of respect, casuistry) • Ethics courses that focus on areas of applied ethics (e.g., engineering ethics, medical ethics) must, in addition to three weeks devoted to theoretical material, devote significant attention to the application of that theoretical material to subsequent case and topic analysis • Teach students key moral concepts and their relevance for ethics, including concepts that have influenced the Catholic tradition, including but not limited to justice, the common good, well-being, virtue and vice, respect for human dignity • Require students to employ ethical theories, methods, and key concepts to reflect on their own actions, personal commitments, and character • Require students to employ ethical theories, methods, and key concepts to reflect on social-institutional practices and systems		
Notes	• The term "ethical" is used broadly in the above description and outcomes, to include ideas of morality in approaches that distinguish morality from ethics.		

Theological and Philosophical Foundations: Ultimate Questions	Core Requirement
Core component title	varies
Minimum credit Hours	3
Core-specific pre-/ co-requisites and/or requirements	Pre- or co-requisite: Cura Personalis 1: Location and Community
Core component summary	Courses that satisfy the Theological and Philosophical Foundations: Ultimate Questions requirement within the SLU Common Core ask students to reflect critically on their own and others' worldviews by wrestling with "ultimate questions," in dialogue with the Catholic tradition. Ultimate Questions courses focus on the nature of reality and our ability to know it; our relationship to the transcendent; and the meaning and destiny of human existence. Ultimate Questions courses introduce students to the fundamental philosophical and/or theological traditions, including Catholic philosophical / theological traditions, through which scholars engage with ultimate questions.
Core component learning outcomes	Students who complete this course will be able to: • Demonstrate an understanding of philosophical and/or theological answers, including those in the Catholic tradition, to a question or set of questions concerning the ultimate nature of reality, the transcendent, the meaning and purpose of human existence, and others. • Apply an array of analytic methods, conceptual tools, and other resources (e.g., narrative, experiential) to inform and guide their own philosophical and/or theological inquiry into an ultimate question or set of questions. • Examine their own beliefs, actions, and/or worldviews in dialogue with different approaches and answers to the select ultimate question(s), including answers in the Catholic tradition

Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
		SLO 1, SLO 2, SLO 3	SLO 1

Essential criteria required of all Core components designated as Theological and Philosophical Foundations: Ultimate Questions: ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Teach students about—and require students to engage in—the fundamental philosophical and/or theological traditions, including Catholic philosophical/theological traditions, through which scholars engage with ultimate questions • Address one or more of the following topical areas: the nature of reality and our ability to know it, the transcendent and our relationship to it, the meaning of human life, the final destiny of humanity • Introduce students to the methods of reasoning and inquiry that have been employed by approaches to the question(s) at issue in the course • Challenge students to examine their own worldview in dialogue with the approaches studied in the course, including the Catholic tradition; students will produce an artifact of this examination.
Notes	• Courses that fulfill this requirement develop students' ability to engage in the methods of interpretation central to the disciplines of Theology and Philosophy

Eloquentia Perfecta: Written / Visual Communication	Core Requirement		
Core component title	Eloquentia Perfecta: Written and Visual Communication [ENGL 1900 / CORE 1900]		
Minimum credit hours	3		
Core-specific pre-/co-requisites and/or requirements	Pre-requisites: ONE OF THE FOLLOWING: ENGL 1500; ENGL 1505; ACT English with a minimum score of 25; SAT Verbal with a minimum score of 600; EVIDENCE-BASED READ/WRIT SCORE with a minimum score of 600; or SLU English Portfolio with a minimum score of P Requirement: Should be completed during a student's first 36 credit hours at SLU		
Core component summary	Courses that satisfy the Eloquentia Perfecta: Written and Visual Communication Core Requirement within the SLU Common Core develop students' ability to write effective expository prose, design effective visual messages and participate in academic discourse. Students advance their writing and visual design skills through a variety of formal and informal assignments that require several stages of invention and revision. Through these assignments, students gain rhetorical awareness of purposes, audiences, and contexts.		
Core component learning outcomes	Students who complete this course will be able to: • Write and design effective expository messages for specific purposes, audiences, and diverse cultural contexts • Analyze written and visual messages and arguments from appropriate sources • Summarize, paraphrase, and quote from appropriate sources • Evaluate their own and others written and visual compositions and rhetorical choices • Develop their written and visual communication through several stages of invention and revision		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 2, SLO 3, SLO 4, SLO 8	SLO 4	
Essential criteria required of all Core components designated as Eloquentia Perfecta: Written and Visual Communication ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• All sections must be capped at 20 students (per standards for writing courses set by national professional organizations, e.g., Conference on College Composition and Communication and best practices benchmarks for post-graduate programs, e.g. University of Missouri medical school) • Instructors must receive adequate training in best practices in writing pedagogy prior to teaching this course • Writing and visual design instruction must be central to the course. If courses include thematic content, such content must be secondary to and supportive of the primary course goals of developing students' written and visual communication skills • Both formal and informal writing and visual communication assignments must be spread throughout the term • Students must have the opportunity to develop written and visual communication through processes that involve several stages of invention and revision • Student writing and projects should be workshopped by the instructor and peers in class and in conferences • Instructors must assign a minimum of 5000 words (approximately 20 pages) of formal and informal expository prose in English that students produce by the end of the term		

Eloquentia Perfecta: Oral / Visual Communication	Core Requirement

Core component title	Oral and Visual Communication [CMM 1200 / CORE 1950]		
Minimum credit hours	3		
Core-specific pre-/co-requisites and/or requirements	Requirement: Should be completed during a student's first 60 credit hours at SLU		
Core component summary	Courses that satisfy the Eloquentia Perfecta: Oral and Visual Communication requirement within the SLU Common Core develop students' ability to prepare and deliver effective oral and visual messages. As students build oral and visual communication skills, they also advance their ability to evaluate critically oral and visual messages and to reflect upon the ways in which identity and values shape their own and others' oral and visual communication. Students develop an awareness of how diverse cultural contexts inform oral and visual communication.		
Core component learning outcomes	Students who complete this course will be able to: • Prepare and deliver well-organized, ethical, and appropriate oral and visual messages • Demonstrate critical thinking through oral and visual message evaluation, analysis, and reasoning • Demonstrate collaborative skills within a group communication experience • Reflect on and interrogate how identity and values shape oral and visual communication • Demonstrate awareness of how diverse cultural contexts shape and inform oral and visual communication		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 2, SLO 3, SLO 4, SLO 5, SLO 8	SLO 4, SLO 5	
Essential criteria required of all Core components designated as Eloquentia Perfecta: Oral / Visual Communication ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Instructors must receive adequate training in best practices in oral communication pedagogy prior to teaching this course • All sections must be capped at 20 students (per standards for public speaking courses set by national professional organizations, e.g., National Communication Association [NCA]) • Oral and visual communication instruction must be central to the course • Both formal and informal oral and visual communication assignments must be spread throughout the term • Students must have the opportunity to develop oral and visual communication through processes of invention and revision • Students must have the opportunity to reflect critically upon the ways that diverse cultural contexts as well as identity and values shape oral and visual communication		

Eloquentia Perfecta: Creative Expression	Core Requirement

Core component title	Varies		
Minimum credit hours	2		
Core-specific pre- / co-requisites and/or requirements	N/A		
Core component summary	Courses that satisfy the Eloquentia Perfecta: Creative Expression requirement within the SLU Common Core cultivate critical thinking through engagement with a creative process. These courses foster technical skills that allow students to communicate ideas creatively in a specific linguistic, performance, design and/or artistic media. In addition to enabling students to become critical practitioners of a mode of creative expression, Creative Expression courses advance students' capacity to become informed critics of art, media and/or design. These courses develop students' awareness of how creative expression is influenced by personal and cultural contexts.		
Core component learning outcomes	Students who complete this course will be able to: • Cultivate critical thinking through engagement with a creative process • Develop perceptual, analytical, and technical skills and processes to communicate concepts and ideas • Critically analyze their own and others' creative expression and/or design • Reflect on how creative expression is influenced by personal and cultural contexts • Apply the skills of critical analysis beyond the classroom to art, culture, media and/or design		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 5	SLO 3, SLO 4	
Essential criteria required of all Core components designated as Eloquentia Perfecta: Creative Expression ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Guide students in developing the skills essential to practicing a form of creative expression • Facilitate students' critical thinking through engagement with a creative process • Require students to reflect on the relationship between the creative process and its larger cultural context(s) • Assign some formal reflection on creative choices, e.g. a craft paper to facilitate Core assessment		

Eloquentia Perfecta: Writing Intensive	Core Requirement
Core component title	Varies
Minimum credit hours	attributed course
Core-specific pre- / co-requisites and/or requirements	Prerequisite: Eloquentia Perfecta: Written / Visual Communication [ENGL 1900 / CORE 1900]
Core component summary	Courses that satisfy the Eloquentia Perfecta: Writing Intensive requirement within the SLU Common Core build students' ability to write effective argumentative prose within the context of a specific core or disciplinary inquiry. Through a range of formal and informal writing assignments involving multiple stages of invention and revision, students will develop arguable written claims and analyze and synthesize material from a variety of sources appropriate to the course inquiry. As they write arguments for specific audiences and purposes, students will gain the ability to reflect critically on the ways identity and values shape written communication.
Core component learning outcomes	Students who complete this course will be able to: • Write effective arguments for specific purposes and audiences • Analyze and synthesize messages from a variety of sources • Synthesize, summarize, paraphrase, and quote from a variety of appropriate sources • Engage in processes of invention and revision that enable evaluation of their own and others' rhetorical choices in written arguments

Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
			SLO 3, SLO 4

Essential criteria required of all Core components designated as Eloquentia Perfecta: Writing Intensive ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Ideally, instructors will have received training in best practices in writing pedagogy prior to teaching a course attributed as "Writing Intensive" • All sections must be taught at a 20:1 student/instructor ratio, per standards for writing courses set by national professional organizations (e.g., Conference on College Composition and Communication) and best practices benchmarks for post-graduate programs (e.g. University of Missouri medical school) • Instruction should frequently focus on student writing. Student texts should be workshopped by the instructor and/or peers • Both formal and informal writing assignments must be spread throughout the term • Students must have the opportunity to develop written arguments through processes that involve several stages of invention and revision • By course end, students must have produced a minimum of 5000 words of formal and/or informal argumentative prose; collect an artifact that demonstrates student achievement of learning outcomes

Ways of Thinking: Aesthetic and Historical	Core Requirement		
Core component title	Varies		
Minimum credit hours	3		
Core-specific pre- / co-requisites and/or requirements	N/A		
Core component summary	Courses that satisfy the Aesthetic and Historical Ways of Thinking requirement within the SLU Common Core advance students' understanding of the importance of aesthetic and/or historical contexts for social and cultural phenomena. These courses develop students' abilities to draw reasoned conclusions about primary sources (aesthetic and/or historical artifacts) using qualitative interpretive techniques and scholarly sources.		
Core component learning outcomes	Students who complete this course will be able to: • Demonstrate proficiency in qualitative methods of interpreting aesthetic and/or historical artifacts relevant to the period, area or theme of the course • Analyze primary sources appropriate to aesthetic and/or historical inquiry (e.g. literary artifacts, visual art, historical documents, etc.) in order to draw reasoned conclusions • Develop interpretive claims about how larger cultural, social, etc. contexts shape aesthetic and/or historical artifacts		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
		SLO 2, SLO 3	
Essential criteria required of all Core components designated as Ways of Thinking: Aesthetic and Historical ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Teach students about—and require students to engage in—the different ways of thinking through which scholars study aesthetic and/or historical artifacts and contexts • Require students to engage with primary sources (e.g. literary artifacts, visual art, archival documents, etc.) and to develop an awareness of scholarly methods appropriate to fields of aesthetic and/or historical inquiry • Require students to develop qualitative interpretive claims about how larger social, cultural, etc. contexts shape aesthetic and/or historical artifacts		
Notes	• Courses that fulfill this requirement develop students' ability to engage in the methods of interpretation central but not limited to disciplines such as history, literary studies, film studies, and art history		

Ways of Thinking: Quantitative	Core Requirement		
Core component title	Varies		
Minimum credit hours	3		
Core-specific pre- / co-requisites and/or requirements	Requirement: Should be completed during a student's first 45 credit hours at SLU		
Core component summary	Courses that satisfy the Quantitative Ways of Thinking requirement within the SLU Common Core introduce students to the ubiquity of data and models. In these courses, students attain a breadth and depth of mathematical or statistical skill sets that allows them to assess quantitative information, develop rigorous arguments, and communicate reasoned conclusions. Students complete a course in one of three categories: 1) MATH courses above the level of MATH1200; 2) Statistics courses; or 3) "Math in context" courses that develop Quantitative reasoning skills within a contextual setting.		
Core component learning outcomes	Students who complete this course will be able to: • Demonstrate a breadth and depth of mathematical computational and/or statistical skills needed to analyze and build quantitative models • Recognize and understand patterns and arguments found in mathematics and/or statistics • Recognize the pervasiveness and myriad forms of mathematics and/or statistics which have aided in human and humane progress • Communicate effectively in mathematical and/or statistical ways by forming arguments and conveying results obtained through the application of quantitative tools		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 2, SLO 4	SLO 3	SLO 3
Essential criteria required of all Core components designated as Quantitative Ways of Thinking ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• The primary focus of this course must be quantitative reasoning • Require students to evaluate quantitative information and evidence, including its representation in forms such as charts, graphs, equations, and/or statistics obtained from data • Foster students' development of a significantly broad and deep skill set used in quantitative reasoning (e.g., basic statistical, probabilistic, and/or mathematical computations) • Teach students to accurately explain information presented in mathematical or statistical forms • Engage students in the construction, use, and application of mathematical or statistical modeling of data • Require an artifact that demonstrates student achievement of component outcomes		
Notes	• Quantitative Ways of Thinking courses must develop students' skills in **at least one** of three broad areas: 1) The manipulation, understanding, and recognition of patterns of symbols and numbers, which can then be applied to advanced numerical problems and quantitative courses in any area/discipline 2) Statistical analysis and communication and interpretation of that analysis 3) The ability to recognize the ubiquitous nature of numerical evidence and our civic responsibility to evaluate and communicate about numerical evidence within societal, national, and/or global contexts		

Scientific Ways of Thinking	Core Requirement
Core component title	varies
Minimum credit hours	3
Core-specific pre- / co-requisites and/or requirements	N/A
Core component summary	Courses that satisfy the Scientific Ways of Thinking core requirement begin with empirically-testable proposition(s) about the structure and behavior of the natural world. From these first principles, inquiry enables deeper understanding of these structures & behaviors (science) and/or application of these principles to address real-world problems (engineering, medicine and similar fields). The purpose of this course is to enable students to understand and practice scientific thinking.
Core component learning outcomes	Students who complete this course will be able to: • Acquire knowledge of the world through a scientific discipline (the natural sciences or applied sciences) • Express how scientific disciplines approach complex questions • Use scientific thinking to draw conclusions about a problem relevant to a scientific discipline • Assess data used to make scientific decisions

Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
		SLO 2, SLO 3	

Essential criteria required of all Core components designated as Scientific Ways of Thinking ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Teach students about—and require students to engage in—the different ways of thinking through which scholars study and apply scientific principles to answer questions about the structure and behavior of the natural world. • Introduce the students to how the scientific method, scientific inquiry, or the engineering design process is applied to a topic, question, or problem. • Introduce methods for assessing the validity/quality of the data used in scientific thinking and especially the limits on what can be decided from a given set of data
Notes	• Courses that fulfill this requirement develop students' ability to engage in methods of interpretation central but not limited to disciplines centered around science, engineering and technology

Ways of Thinking: Social and Behavioral	Core Requirement
Core component title	varies
Minimum credit hours	3
Core-specific pre-/ co-requisites and/or requirements	N/A
Core component summary	Courses that satisfy the Social and Behavioral Ways of Thinking requirement within the SLU Common Core develop students' ability to systematically study communication, culture, individuals, institutions, and society. By engaging in Social and Behavioral Ways of Thinking, students are asked to consider the diversity of social, political, and civic life. These courses give students the tools to draw reasoned conclusions about the complexity of real-world challenges as these are experienced by individuals or groups, locally, nationally, and / or globally.
Core component learning outcomes	Students who complete this course will be able to: • Understand a range of social and behavioral theories, and principles • Use these theories and principles to acquire knowledge about cultural, political, economic, or social events/processes (methodological, historical, theoretical, empirical etc.) • Describe competing paradigms of knowledge (from the dominant discipline or field) • Draw reasoned conclusions by combining facts and theories • Apply social and behavioral knowledge to better understand contemporary issues and challenges

Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
		SLO 2, SLO 3	

Essential criteria required of all Core components designated as Ways of Thinking: Social and Behavioral ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Teach students about—and require students to engage in—the different ways of thinking through which scholars study social and/ or behavioral data and phenomena • Require students to engage in competing paradigms of knowledge (Qualitative, Quantitative, Theories, etc.) • Require students to develop qualitative or quantitative reasoning skills to evaluate evidence and draw reasoned conclusions • Require students to develop qualitative or quantitative interpretive claims related to social and behavioral ways thinking
Notes	• Courses that fulfill this requirement develop students' ability to engage in the methods of interpretation central but not limited to social and behavioral disciplines in the College of Arts and Sciences, School of Education, School of Professional Studies, School of Business, and College of Public Health and Social Justice

Collaborative Inquiry	Core Requirement

Core component title	Collaborative Inquiry: [topics vary]		
Minimum credit hours	3		
Core-specific pre- / co-requisites and/or requirements	Pre-requisites: Ignite First Year Seminar and Cura Personalis 1: Location and Community Requirement: Students may enroll in Collaborative Inquiry after they have earned 60 credits, including 21 credits from the Common Core		
Core component summary	Courses that satisfy the Collaborative Inquiry requirement within the SLU Common Core ask students to work with their peers to apply concepts, methodologies, and ways of thinking from earlier Core and other coursework in order to explore complex questions without straightforward answers. These courses might focus on contemporary societal problems like climate change or racial inequality, or they might engage enduring questions about the nature of beauty, effective leadership, or the transcendent.		
Core component learning outcomes	Students who complete this course will be able to: • Draw conclusions by combining examples, facts or theories from more than one field of study • Apply knowledge and approaches from their major field and core classes to the study of a complex question • Suggest innovative solutions or creative answers to complex questions • Collaborate effectively with others on a team project		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
		SLO 2, SLO 3, SLO 8	SLO 2, SLO 3, SLO 8
Essential criteria required of all Core components designated as Collaborative Inquiry ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Focus student attention on a multidimensional question without a straightforward, technical answer • Enable students to collaborate with each other, drawing on previously developed knowledge and skills to understand the nature of the multidimensional question • Provide explicit guidance on working in groups, including delegation, listening, invitation of diverse ideas, conflict management • Culminate in a signature (group and/or individual) project • Require students to reflect on how core classes have contributed to the student's ability to address complex questions; this may be part of the signature project; require students to produce an artifact of this reflection		
Notes	• Ideally, Collaborative Inquiry courses will bring together students from various majors and will not have prerequisites, beyond those noted above • Course may be taught by a single instructor or team taught. In either case, instructors must be prepared to moderate the various perspectives and sources of knowledge that students bring and to lead students in consideration of evidence gained through multiple modes of inquiry		

Dignity, Justice, and Society			**Core Requirement**
Core component title	varies		
Minimum credit hours	attributed course		
Core-specific pre- / co-prerequisites and/or requirements	None		
Core component summary	Courses that satisfy the Dignity, Justice, and Society requirement within the SLU Common Core ask students to apply concepts of human dignity, well-being, equity, and justice to critically evaluate social systems and envision changes that promote dignity and justice.		
Core component learning outcomes	Students who complete this course will be able to: • Analyze the cultural-institutional conditions and causes of just and unjust social systems • Apply such concepts as human dignity, equity, well-being, and justice to critically evaluate both existing social systems and proposals for social change • Envision and articulate systemic social changes that advance human dignity, well-being, and justice		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 7	SLO 1, SLO 3, SLO 7	SLO 7
Essential criteria required of all Core components designated as satisfying the Dignity, Justice and Society attribute ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Introduce students to key concepts and methods of analysis necessary for the critical evaluation of social systems (understood to include sociocultural practices, institutions, sectors of society, etc.) from the standpoint of human dignity, well-being, and justice • Introduce students to one or more social systems or visions of society • Require students to understand and evaluate the relative utility of different evaluative concepts and methods used to analyze the social systems/visions treated in the course • Require students to produce an artifact or artifacts that can be used to assess student achievement of the required course learning outcomes		
Notes	• The key concepts of human dignity, well-being, and justice are intended to gloss three broad, multifaceted dimensions that have relevance for social evaluation; moreover, the use of the key concepts is not meant to preclude the use of additional concepts. • Any course in the Common Core, major, or other coursework is eligible to be approved as carrying this attribute **except for: Ignite First Year Seminar; Cura Personalis 1, 2, and 3; Eloquentia Perfecta 1; Eloquentia Perfecta 2**		

Global Interdependence	Core Requirement		
Core component title	Varies		
Minimum credit hours	attributed course		
Core-specific pre- / co-requisites and/or requirements	None		
Core component summary	Courses that satisfy the Global Interdependence requirement within the SLU Common Core provide students with the intellectual tools to understand and participate in the interconnected world in which they live. Students will explore the global impact of personal choices and local actions in order to become engaged and responsible global citizens.		
Core component learning outcomes	Students who complete this course will be able to: • Describe how the lives of people are affected by factors or processes outside of their own countries or localities • Identify the multiple dimensions of global or transnational issues • Analyze how global and transnational processes affect various populations differently • Envision changes to address challenges rooted in global or transnational interdependence • Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 6	SLO 6	SLO 6
Essential criteria required of all Core components designated as satisfying the Global Interdependence attribute ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Examine at least one global or transnational process or system. These include environmental, epidemiological, social, cultural, economic, political, and other factors • Address how global or transnational processes have varying impacts on different populations • May be taught from a historical perspective but must help students understand how historical developments affect the contemporary world • Engage students in reflection on how their choices and actions affect and are affected by events or processes beyond national borders • Require students to produce an artifact or artifacts that can be used to assess student achievement of the required course learning outcomes		
Notes	• Any course in the Common Core, major, or other coursework is eligible to be approved as carrying this attribute **except for: Ignite First Year Seminar; Cura Personalis 1, 2, and 3; Eloquentia Perfecta 1; Eloquentia Perfecta 2**		

Identities in Context	**Core Requirement**		
Core component title	Varies		
Minimum credit hours	attributed course		
Core-specific pre- / co-requisites and/or requirements	None		
Core component summary	Courses that satisfy the Identities in Context requirement within the SLU Common Core provide students with the intellectual and interpersonal tools necessary for a rigorous examination of how diverse and intersecting identities shape the ways in which people move through and experience the world. Students will analyze how identities form through interaction with others and within social structures. They will explore key categories of identity analysis – such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation – in order to reflect on their own biases and connect across difference.		
Core component learning outcomes	Students who complete this course will be able to: • Examine interdependent / interrelational qualities of identity categories such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation • Analyze how interdependent / interrelational identities are constructed through and shaped by relations of power • Assess how other people's social identities and biases shape and are shaped by their interactions within a social context • Articulate how one's own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 5	SLO 5	SLO 5
Essential criteria required of all Core components designated as Identities in Context: ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Engage students in an exploration of interdependent / interrelational identities—including but not limited to ethnicity, religion, gender, race, class, ability, and sexual orientation. • Require students to examine at least two intersecting identity categories to illuminate this attribute's central consideration of intersectional identity in formation. • Lead students in an exploration of the ways in which these identities are constructed—historically, culturally, socially, and/or linguistically—through social interactions within relations of power. • Require students to reflect on the ways in which their own identities and biases – as well as those of others – shape and are shaped by their life experiences and social context. • Require students to produce an artifact or artifacts that can be used to assess student achievement of the required course learning outcomes		
Notes	Any course in the Common Core, major, or other coursework is eligible to be approved as carrying this attribute **except for: Ignite First Year Seminar; Cura Personalis 1, 2, and 3; Eloquentia Perfecta 1; Eloquentia Perfecta 2**		

Reflection-in-Action	**Core Requirement**
Core component title	Varies
Minimum credit hours	Attributed course or experience
Core-specific pre- / co-requisites and/or requirements	Pre-requisites: Ignite First-Year Seminar, Cura Personalis 1: Location and Community, and one other 3-credit hour core class (totaling 7 credit hours of pre-requisite core classes)
Core component summary	Reflection-in-Action* is a signature experience in Jesuit education. The curricular and co/extra-curricular experiences that satisfy the Reflection-in-Action requirement within the SLU Common Core encourage students to experience meaningful learning opportunities beyond the university and to reflect upon ways that community engagement enhances their understanding of acting with and for others.
Core component Learning Outcomes	Students who complete this courses with this attribute will be able to: • Describe their understanding of new perspectives that they have experienced • Situate the meaning of their actions in broader social contexts • Show how they apply ideas in the 'real world' • Demonstrate fuller participation in community life

Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 1	SLO 1; SLO 9	SLO 9

Essential criteria required of all Core components designated as satisfying the Reflection-in-Action Core attribute ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Ensure that students fulfill a minimum of 15 hours spent applying and acquiring knowledge beyond the university • Guide students' reflection on their understanding of what it means to act with and for others • Require students to produce a common artifact or artifacts that demonstrates awareness of how students' experience intersects with SLO 1 and at least one other SLO (2 thru 8), and that can be used to assess student achievement of the required course learning outcomes
Notes	• The Reflection-in-Action Core requirement can only be fulfilled from a pre-approved list of engagement experiences, including but not limited to external engagement experiences embedded within credit-bearing courses • Because Reflection-in-Action requires that students use knowledge gained at SLU to engage beyond the university, students *may not transfer in credit for this attribute* • *Mountin, S., & Nowacek, R. (2012). Reflection-in-Action: A Signature Ignatian Pedagogy for the 21st Century. In N.L. Chick, A. Haynie, & R. A. R. Gurung (Eds.), *Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind* (pp. 129-142). Sterling, Va.: Stylus Publishing

Cura Personalis 1: Location and Community	Core Requirement		
Core component title	Cura Personalis 1: Location and Community		
Minimum credit hours	1 [15 contact hours]		
Core-specific pre- / co-requisites and/or requirements	Requirement: Must be completed during first 36 credit hours at SLU, ideally in first 18 credit hours		
Core component summary	Courses that satisfy the Cura Personalis 1: Location and Community requirement within the SLU Common Core situate students within the histories, places, and resources of Saint Louis University to assist them in their transition to college-level learning in the Jesuit tradition. Students are oriented to SLU's history and mission, SLU's Core Student Learning Outcomes, and the history of the Jesuit intellectual tradition. First-year students are also oriented to the academic, career preparedness, health, wellness, civic and cultural resources available as they navigate their SLU journey, and are invited to consider the diverse perspectives and backgrounds that make up the SLU community, including their own.		
Core component learning outcomes	Students who complete this course will be able to: • Demonstrate an understanding of SLU's mission, SLU's Core Student Learning Outcomes, and the history of the Jesuit intellectual tradition • Reflect on their own relationship to a campus community made up of people from a wide range of diverse backgrounds and traditions • Access SLU resources for academic success, student health and wellness, and career preparedness • Access a range of civic and cultural resources both on and off campus that can enhance their sense of SLU's urban location (St. Louis / Madrid) and what SLU St. Louis / Madrid offers students beyond the classroom		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 1, SLO 5, SLO 9		
Essential criteria required of all Core components designated as "CP #1: Location and Community": ***What instructors must do/teach/assign/ require in order to ensure the integrity of each section University-wide***	• Introduce students to the SLU mission, SLU's Core Student Learning Outcomes, and the history of the Jesuit intellectual tradition (including St. Ignatius / Ignatian pedagogy) • Require students to reflect on their own relationship to a campus community of people from a wide range of diverse backgrounds and traditions • Orient students to the academic and wellness resources available for their success at SLU, including the SLU Libraries; the Student Success Center; the Writing Center; SLU Career Services; SLU Student Counseling services; Student Healthcare; the Office of the Dean of Students, etc. • Introduce students to a range of available civic and cultural resources both on and off campus—and ensure that students get off campus at least once during course		
Notes	• Cura Personalis 1: Location and Community replaces the existing U101 course at SLU • All Cura Personalis 1: Location and Community courses have the option of being added to a First Year Seminar as a lab section.		

Cura Personalis 2: Contemplation and Resilience	Core Requirement		
Core component title	Cura Personalis 2: Contemplation and Resilience		
Minimum credit hours	1 [15 contact hours]		
Core-specific pre- / co-requisites and/or requirements	Pre- or co-requisite: Ignite First Year seminar Pre-requisite: Cura Personalis 1: Location and Community		
Core component summary	Experiences that satisfy the Cura Personalis 2: Contemplation and Resilience requirement within the SLU Common Core guide students in a structured process of reflection and discernment informed by or in dialogue with the Ignatian tradition. Students are invited to look inward to consider how their academic and co-curricular experiences have begun to shape their vocational aspirations; they are also invited to look outwards to witness the various and diverse ways in which their mentors and peers practice responding with resilience to the inevitable challenges we all face as we move through life.		
Core component learning outcomes	Students who complete this course will be able to: • Articulate where their education has taken them, and identify possible paths forward • Engage in structured reflection and discernment informed by or in dialogue with the Ignatian tradition • Draw upon strategies for responding to stress and cultivating resilience gained through discussion and collaboration with peers and mentors		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 1, SLO 5, SLO 8	SLO 1, SLO 5	
Essential criteria required of all Core components designated as Cura Personalis 2: Contemplation and Resilience ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Guide students in applying principles of contemplation and vocational discernment through a structured process of reflection and discovery informed by or in dialogue with the Ignatian tradition • Lead students in collaborative engagement with questions of resilience by facilitating conversations about how to identify stressors and cultivate strategies for wellness and well-being. • Model collaborative engagement with questions of resilience by engaging them in conversation with each other.		
Notes	Cura Personalis 2: Contemplation and Resilience is a 15-contact-hour experience open to delivery from instructors (faculty and staff) across the University. Designed to be a flexible Core requirement, Cura Personalis 2: Contemplation and Resilience can be offered in different structures at a variety of times during the academic year, for instance: • as a 3-day, one-week, three-week, or eight-week experience • offered during weekends, fall / spring break, winter / summer terms. Alternately, Cura Personalis 2 can be added to another course (in the Core, major, or other courswork) as a lab section		

Cura Personalis 3: Vocation and Career	Core Requirement		
Core component title	Cura Personalis 3: Vocation and Career		
Minimum credit hours	1 [15 contact hours]		
Core-specific pre- / co-requisites and/or requirements	Pre-requisites: Ignite First Year Seminar; Cura Personalis 1; Cura Personalis 2; Eloquentia Perfecta 1; Eloquentia Perfecta 2		
Core component summary	Courses that satisfy the Cura Personalis 3: Vocation and Career requirement within the SLU Common Core guide students in reflecting on the intersections between the Core and major and in crafting arguments about how that intersection informs who they are as they leave SLU and embark on the next steps in their career journey. Cura Personalis 3 guides students in examining both academic and non-academic post-baccalaureate options and logistics; preparing career-enhancing tools; and developing appropriate career-enhancing practices.		
Core component learning outcomes	Students who complete this course will be able to: • Articulate the significance of intersections between the SLU Core and their major(s) • Identify the kinds of career-enhancing tools necessary for the next steps on their career path (e.g., professional expectations, resumes, cover letters, professional social media presence, etc.) • Identify and know how to interact with appropriate professional networks for their chosen career path (e.g., professional association memberships, SLU alumni networks, interviewing techniques, negotiating strategies, etc.) • Persuasively articulate, both verbally and in writing, how their SLU undergraduate education has uniquely prepared them for the next steps in their career path		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
		SLO 1, SLO 2, SLO 4, SLO 9	SLO 4
Essential criteria required of all Core components designated as "CP 3: Vocation and Career" ***What instructors must do/teach / assign/ require in order to ensure the integrity of each section University-wide***	• Guide students in reflecting on the intersections between the Core and major and in considering how Jesuit education is career-enhancing • Require students to develop appropriate career-enhancing tools (e.g., resume, cover letter, professional social media presence, etc.) and practices (e.g., networking, professional association memberships, interviewing techniques, negotiating strategies, etc.) • Guide students in examining academic and non-academic post-baccalaureate options and logistics • Require students to prepare both written and oral presentations in which they identify an audience beyond SLU to whom they (1) connect the Jesuit tradition to their major program of study and (2) articulate how the SLU experience distinguishes them on the wider world stage • Require an artifact that demonstrates student achievement of component learning outcomes		
Notes	• Cura Personalis 3 may be added to a capstone course in the major as a lab section		

Core Curriculum Map

Which Core components are intentionally designed to foster student achievement – at varying developmental levels – of each Core Student Learning Outcome?

The SLU Common Core was designed with our nine Core Student Learning Outcomes (SLOs) as its foundation. The table below maps Core components against these Core SLOs to demonstrate when, where, and to what extent this curriculum is designed to intentionally foster student achievement of our shared learning outcomes. Such a map will form the starting place for Core assessment, enabling SLU faculty to identify gaps in student achievement of our Core SLOs and make corrections in the design accordingly.

This SLU Common Core curriculum map on the following page addresses the intentionality of the Core's curriculum design at three levels, each identified by a code: "I", "D", or "A." Descriptions of each level follow below:

I = Introductory Level	D = Developing Level	A = Achievement Level
At the introductory level, the emphasis is on basic or fundamental knowledge/skills related to the SLO that will be introduced but then built upon in subsequent courses/experiences in the curriculum. Typically, at this level instructors would focus on cultivating a student's ability to understand key definitions, recall, discuss and summarize basic data and information, and understand fundamental disciplinary/interdisciplinary principles. At this level, students also gain an understanding of, exposure to, and – *perhaps* – basic application of some research/analytical methods.	At the developing level, the emphasis is on further development of the knowledge/skills related to the SLO. At this level, students are more likely to be asked to analyze and investigate data and problems via established disciplinary methods; break down material or concepts into component parts so that structures can be more deeply understood; and distinguish evidence from inference.	At this level, many of the "D"/Developing Level emphases might manifest as well – but with greater maturity and complexity. Depending on the SLO and related disciplinary/interdisciplinary contexts, this level might also include various forms of: application, synthesis/integration, evidence-based evaluation/critique, and/or the creation of new meanings, ideas, or compositions. Collection and evaluation of artifacts of student work that demonstrates student achievement at this level will be central to University-wide Core assessment efforts.

Core Component	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5	SLO #6	SLO #7	SLO #8	SLO #9
Ignite First-Year Seminar	I	I	I		I				
Cura Personalis: Location & Community	I				I				I
Cura Personalis: Contemplation & Resilience	I D				I D			I	
Cura Personalis: Vocation & Career	I	D		D A					D
Theological & Philosophical Foundations: Ethical & Moral Reasoning	D		D				I		
Theological and Philosophical Foundations: Ultimate Questions	D A	D	D						
Eloquentia Perfecta: Written/Visual		I	I	I D				I	
Eloquentia Perfecta: Oral/Visual		I	I	I D	I D			I	
Eloquentia Perfecta: Creative Expression			D	D	D				
Eloquentia Perfecta: Writing Intensive			A	A					
Ways of Thinking: Quantitative		I	D A	I					
Ways of Thinking: Scientific		D	D						
Ways of Thinking: Aesthetic & Historical		D	D						
Ways of Thinking: Social & Behavioral		D	D						
Dignity, Justice, & Society	D		D				I D A		
Global Interdependence						I D A			
Identities in Context					I D A				
Reflection-in-Action	I D								D A
Collaborative Inquiry		D A	D A					D A	

Key: I = Introductory; D = Developing; A = Achievement

Notes

1. UUCC subcommittees will be charged with ensuring that all Core components are designed to foster achievement of the SLOs at the developmental levels noted above.
2. When a formal SLU Core assessment plan is developed, it will be premised on measuring student achievement of all Core SLOs and will necessitate the gathering and evaluation of evidence of student achievement of the SLOs. Results of assessment efforts will help faculty identify which Core courses/components could be strengthened, and in what ways (potential changes include revisions to curriculum design, pedagogy, assessment methods, etc.).

Common Core Policies and Procedures

Pre-requisites / co-requisites

The SLU Common Core includes a small number of Core-specific pre- and co-requisites / requirements, all of which are clearly indicated on each component's one-page description. Other than these Core-specific requirements, courses approved for the SLU Common Core may carry additional pre- and co-requisites as determined by departments, programs, and units.

Course / component approval

Faculty will be invited to submit both existing and new courses to satisfy student Common Core requirements. Appropriate subcommittees with faculty representation from across the University will review and approve courses for the Common Core.

Component area guidelines

Theological and Philosophical Foundations

To earn credit for this component area, students must complete two courses ("Ethical and Moral Reasoning" and "Ultimate Questions") with one course in theology, and the other in either philosophy or applied ethics. Courses delivered by or cross-listed with the Departments of Theological Studies and Philosophy, as well as applied ethics courses (e.g., "Health Care Ethics"), may be approved to fulfill this component area.

Ways of Thinking

Courses will be approved to count for **only one area** within the Common Core's "Ways of Thinking" distribution. If an instructor / program has a course that naturally fits into more than one area, that instructor / program is free to determine which area within which the course should be considered for approval. Alternately, that instructor / program might consider submitting this course for approval as an interdisciplinary "Collaborative Inquiry" seminar within the Common Core.

Attributed Core components

Any course in the Core, major or other coursework—**other than the Ignite First Year Seminar; Cura Personalis One, Two, and Three; Eloquentia Perfecta: Writing; and Eloquentia Perfecta: Oral Communication—**can be submitted to carry as many Core attributes as the instructor can demonstrate the component warrants. These attributes are:

- Identities in Context
- Global Interdependence
- Dignity, Justice and Society
- Reflection-in-Action
- Writing Intensive

Transfer

Students may transfer in *up to 17 credit hours* that satisfy requirements within SLU Common Core, via AP, IB, and/or accredited college/university course credit. The remaining 18 credit hours of the SLU Common Core *must be completed at SLU*.[1] Of these 18, nine must be:

- Ignite First Year Seminar (3ch)
- Cura Personalis 1, 2, and 3 (3 credit hours total)
- Collaborative Inquiry course (3ch)

The remaining 9 credit hours can be completed anywhere within the Core.[2]

Students who have already completed a Baccalaureate degree at another institution must complete nine (9) credit hours of the Core *at SLU* (Ignite First Year Seminar; Cura Personalis 1, 2, and 3; Collaborative Inquiry). The remaining hours may be transferred in if they satisfy requirements within SLU Common Core.

Transfer policy for non-credit-bearing Core attributes

For both institutional clarity and ease of articulation, SLU courses approved to carry SLU Core attributes—**Identities in Context; Global Interdependence; Dignity, Justice and Society; Writing Intensive**—will ideally reflect this course content in both course title and catalog description. Students may transfer in credit for having completed one or more of these attributes, given that a transfer course clearly mirrors the course learning outcomes for SLU courses approved for one of these attributes.

If a student transfers in a course whose SLU equivalent has been approved for one of these Core attributes, but it is not sufficiently clear that the transferred-in course met the course learning outcomes for these attributes, the course can be transferred in for overall credit without the attribute. Any student who believes they have competed a course at another institution that *should* count for this attribute is free to petition that the course articulate by providing the UUCC with a detailed syllabus and documentation.

Exception: The **Reflection-in-Action** Core attribute asks students to use knowledge gained at SLU to engage with communities beyond SLU and to then reflect on the relationship between this external experience and SLU's Core student learning outcomes. For this reason, students *may not transfer in credit for this attribute.*

[1] "At SLU" here is meant to include courses completed at SLU-St. Louis and SLU-Madrid (both in-person and online), and 1818 courses completed for SLU credit.

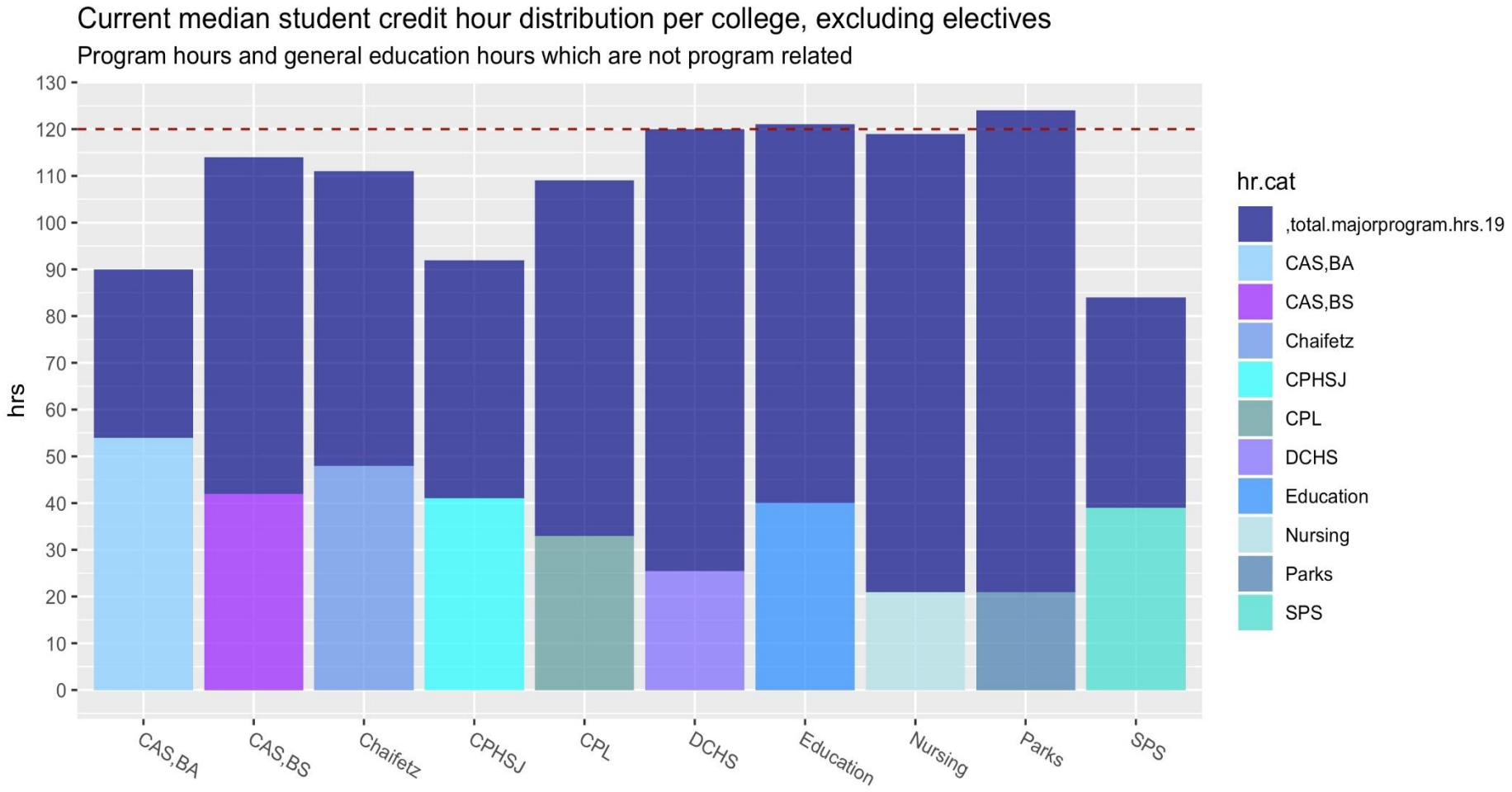
Core Curricular Oversight and Delivery

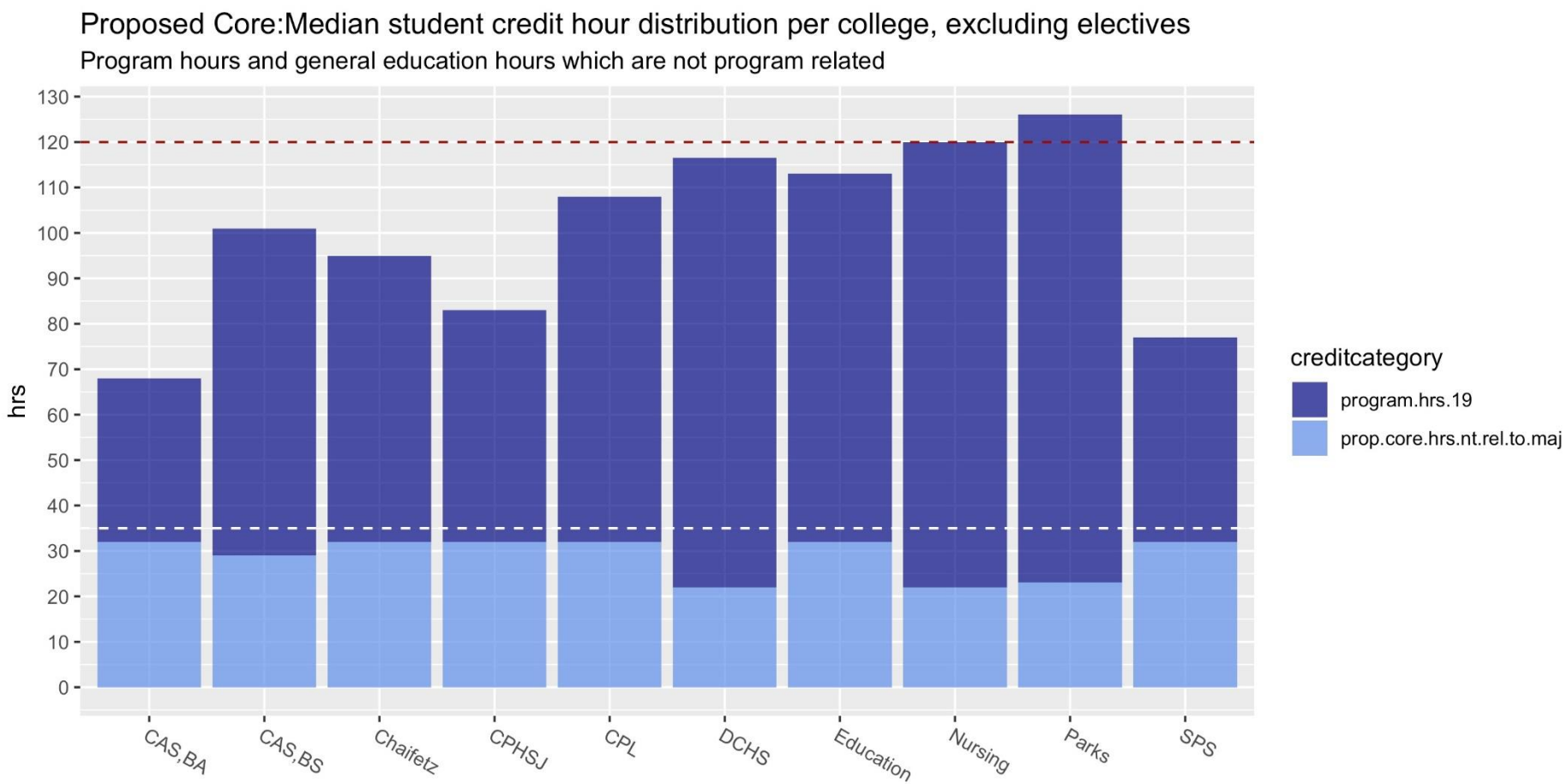
Development, approval, delivery, and assessment of SLU's Common Core will be overseen by seven Associate Directors of the Core, in conjunction with the UUCC at large and the Director of the Core. The UUCC currently anticipates eight (8) curricular sub-committees, led by the Associate Directors (7) described below and the Director of the Core, that will oversee all courses and experiences within the SLU Common Core.

Title	Qualifications	Course details
Assoc. Director: Ignite First Year Seminar	**FT Faculty** **(appropriate disciplinary area or expertise)** Demonstrated background in national best practices for facilitating undergraduate first-year experiences, including the transition from HS to college and transfer student experience	**CORE 1818** **Teaching credit**: follows course instructor **Instructor training / qualification**: Determined by Assoc. Director / Core Director / UUCC **Assessment / course modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC
Assoc. Director: Cura Personalis Sequence	**FT Faculty / Staff** **(appropriate disciplinary area or expertise)** Demonstrated background in national best practices for facilitating undergraduate experiences related to Mission and Identity, student wellness, vocational discernment and/or experiential learning	**CORE 1000 / CORE 2000 / CORE 3000** **and "Reflection-in-Action" Core attribute** **Teaching credit:** follows course instructor **Instructor training / qualification:** Determined by Assoc. Director / Core Director / UUCC **Assessment / course modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC
Assoc. Director: Theological and Philosophical Foundations	**FT Faculty** **(appropriate disciplinary area or expertise)** Demonstrated background in national best practices for teaching Theological / Philosophical Foundations to undergraduate students across the university	**Attributed courses: Ethical / Moral Reasoning; Ultimate Questions** **Teaching credit:** follows course instructor **Instructor training / qualification:** Determined by Assoc. Director / Core Director / UUCC **Assessment / course modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC
Assoc. Director: Eloquentia Perfecta: Written and Visual Communication	**FT Faculty** **(appropriate disciplinary area or expertise)** Demonstrated background in national best practices for teaching writing to undergraduate students across the university	**ENGL 1900 (x list: CORE 1900**) and **Writing Intensive Core attribute** **Teaching credit**: follows course instructor **Instructor training / qualification:** Determined by Assoc. Director / Core Director / UUCC in consultation with ENGL **Assessment / course modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC in consultation with ENGL

PROPOSAL: SLU COMMON CORE		
Assoc. Director: Eloquentia Perfecta: Oral and Visual Communication	**FT Faculty** **(appropriate disciplinary area or expertise)** Demonstrated background in national best practices for teaching oral communication / public speaking to undergraduate students across the university	**CMM 1200 (x list: CORE 1950)** **Teaching credit:** follows course instructor **Instructor training / qualification:** Determined by Assoc. Director / Core Director / UUCC in consultation with CMM **Assessment / course modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC in consultation with CMM
Assoc. Director: Collaborative Inquiry Seminar	**FT Faculty** **(appropriate disciplinary area or expertise)** Demonstrated Background in national best practices for teaching cross / multi / interdisciplinary courses and collaborative approaches to problem-solving to undergraduate students across the university	**CORE 4000** **Teaching credit:** follows course instructor **Instructor training / qualification:** Determined by Assoc. Director / Core Director / UUCC **Assessment / course modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC
Assoc. Director: Equity and Global Identities	**FT Faculty** **(appropriate disciplinary area or expertise)** Demonstrated background in national best practices for teaching in Intersectional Identities, Diversity, Equity and Social Justice, and/or Global Interdependence to undergraduate students across the university	**Attributes: Identities in Context; Global Interdependence; Dignity, Justice and Society;** **Teaching credit:** follows course instructor **Instructor training / qualification:** Determined by Assoc. Director / Core Director / UUCC **Assessment / course modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC

Appendix A: Current / Proposed Core Comparison




Proposed Core:Median student credit hour distribution per college, excluding electives
Program hours and general education hours which are not program related
hrs
130
120
110
100
90
80
70
60
50
40
30
20
10
0
CAS,BA
CAS,BS
Chaifetz
CPHSJ
CPL
DCHS
Education
Nursing
Parks
SPS
creditcategory
program.hrs.19
prop.core.hrs.nt.rel.to.maj

Appendix B: High-Impact Practices in the SLU Common Core

"High-Impact Educational Practices" is a phrase associated with a set of eleven teaching and learning practices "widely tested and […] shown to be beneficial for college students from many backgrounds, especially historically underserved students who often do not have equitable access to high-impact learning" [https://www.aacu.org/leap/hips]. By embedding High-Impact Practices (HIPs) throughout an intentionally-designed curriculum, a general education experience has the potential to help students learn more, at greater depth, with greater retention, and an ability to integrate and apply learning to unscripted questions and novel situations.

The UUCC was intentional in designing a Common Core curriculum with High-Impact Practices serving as a holistic guiding principle, and embedded across Core components and requirements. The table below identifies which such components and requirements are intended to employ HIPs.

High-Impact Practices	Core Components
First-Year Seminars / Experiences	• Ignite First Year Seminar **plus** Cura Personalis 1: Location and Community
Common Intellectual Experiences	• The entire Core gives students a common intellectual experience • Each Core component features common learning outcomes and "essential criteria" that will guide component design, pedagogy, and delivery
Learning Communities	• While the Core does not include or mandate LCs, the UUCC intentionally designed this structure to work well with existing and future LCs
Writing Intensive Courses	• Eloquentia Perfecta: Written/Visual; Eloquentia Perfecta: Writing Intensive attributed course
Collaborative Assignments & Projects	• Cura Personalis 1: Location & Community; Cura Personalis 2: Vocation & Career • Collaborative Inquiry course • Reflection-in-Action
Undergraduate Research	• Collaborative Inquiry course • Faculty are invited to propose courses for Core components that engage students in significant levels of research; these are likely to be 3000- and 4000-level courses in which mentored student research is a focus
Diversity/Global Learning	• Attributed courses: Identities in Context; Global Interdependence Dignity, Justice and Society

High-Impact Practices	Core Components
e-Portfolios	• While the Core does not include or mandate the creation/use of e-portfolios to foster holistic, integrative approaches to learning, faculty are free to employ these pedagogical tools • Use of e-portfolios supporting assessment of student learning will be a consideration as a Core assessment plan is developed and implemented moving forward
Service Learning/Community-Based Learning	• Reflection-in-Action
Internships (and similar instances of experiential learning, such as clinicals, practica, student teaching, etc.)	• Reflection-in-Action • While not all internships (and similar manifestations of experiential learning) will qualify to meet the "Reflection-in-Action" Core requirement, many will • Likewise, while not all experiential learning experiences will embody the critical elements of this HIP, many will
Capstone Courses/Projects	• Collaborative Inquiry • Capstone courses/projects are often considered HIPs because of their emphasis on integration and synthesis of knowledge across disciplines and/or across the formal academic curriculum and co-curriculum. The Collaborative Inquiry course in the Core is very intentionally designed as such an educational experience

Appendix C: Common Core Alignment with National Association of Colleges and Employers Career Readiness Competencies

Career readiness of college graduates is of critical importance in higher education, in the labor market, and in the public arena. In accordance with its mission to lead the community focused on the employment of the new college graduate, the National Association of Colleges and Employers (NACE) has identified competencies associated with career readiness. The UUCC was intentional in designing a Common Core curriculum in which NACE competencies are embedded across components and requirements. The table below identifies which such components and requirements are intended to employ NACE competencies.

NACE Competency	Core Components
Critical Thinking / Problem Solving	• Ignite First Year Seminar • Ways of Thinking courses • Eloquentia Perfecta courses
Oral / Written Communication	• Eloquentia Perfecta: Written and Visual Communication • Eloquentia Perfecta: Oral and Visual Communication • Eloquentia Perfecta: Creative Expression • Eloquentia Perfecta: Writing Intensive
Teamwork/Collaboration	• Ignite First Year Seminar • Eloquentia Perfect: Written and Visual Communication • Eloquentia Perfecta: Oral and Visual Communication • Eloquentia Perfecta: Writing Intensive • Collaborative Inquiry
Digital Technology	• Eloquentia Perfect: Written and Visual Communication • Eloquentia Perfecta: Oral and Visual Communication
Leadership	• Theological/Philosophical Foundations: Ethical Reasoning • Cura Personalis: Contemplation and Resilience • Collaborative Inquiry course
Professionalism/Work Ethic	• Theological/Philosophical Foundations: Ethical Reasoning • Cura Personalis: Location and Community • Cura Personalis: Contemplation and Resilience • Cura Personalis: Vocation and Career

Career Management	• Cura Personalis: Vocation and Career
Global /Intercultural Fluency	• Dignity, Justice and Society course • Global Interdependence course • Identities in Context course • Reflection-in-Action

Appendix D: Core Proposal Development Background

The call for a reimagined common undergraduate intellectual experience at SLU has been voiced from many quarters. Surveys of current and former SLU students have demonstrated a desire for greater agency, flexibility, and conceptual clarity in our Core structure and delivery. This student feedback is echoed in and reinforced by the call from our external accrediting body, the Higher Learning Commission, for SLU to develop a more unified and assessable common educational experience.

This Core Proposal represents the combined work of countless members of the SLU community—students, faculty, staff and administration—who, over the past five years, have committed themselves to the creation of an inspirational, forward-looking and distinctive approach to liberal arts education in the Catholic, Jesuit tradition.

The work undertaken by the UUCC on a shared undergraduate SLU Core built upon and was informed by the work of the 2015-16 **Task Force on Becoming a SLU Baccalaureate**, the 2016-17 **College of Arts and Sciences (CAS) Core Curriculum Working Group**, and the 2016-17 **Joint Faculty Senate - Provost Task Force on the University Core Curriculum and Shared Undergraduate Experience**.

The 2015-16 Task Force responded to a charge from Provost Nancy Brickhouse and the SLU Faculty Senate to develop a governing Vision statement for the SLU Baccalaureate, one that "articulates what is distinctive about a SLU undergraduate education." This Vision Statement, approved by the SLU Faculty Senate in May 2016 and then endorsed by the Office of the Provost, informed the work of two subsequent committees working simultaneously in the 2016-17 academic year.

- The 2016-17 CAS Core Curriculum Working Group was charged by Dean Chris Duncan with developing a new vision, mission and learning outcomes for an Arts and Sciences Core curriculum; these were ratified by the College of Arts and Sciences in May 2017.
- The University Core Curriculum Task Force was charged by President Fred Pestello to determine "[w]hat institutional structures are needed to house and maintain an excellent university-wide undergraduate Core?" This Joint Faculty Senate – Provost Task Force recommended the creation of a University-wide undergraduate Core committee that would be charged with the development and implementation of a common SLU Core.

This new University committee—the **University Undergraduate Core Committee (UUCC)—**was duly created and began work on a Common Core in January, 2018. What follows is a summary of the steps this committee took to develop and present this Core Proposal to the SLU community.

Appendix E: Core Proposal Development Timeline (2018 – 2019)

January - March 2018	UUCC works on and submits a set of nine Core Student Learning outcomes (SLOs) that will form the foundation of a new SLU Common Core to all SLU colleges/schools that deliver undergraduate programs
April 2018	Core SLOs submitted to all SLU colleges/schools with undergraduate programs for discussion and ratification
May 2018	Core SLOs unanimously approved by the faculty governance bodies of all colleges/schools with undergraduate programs
June 2018	A team of UUCC members attend week-long AACU Summer Institute on General Education design; develop plan for Fall 2018 that would engage the whole University in a generative process of Core design discussion and generation
Summer 2018	UUCC researches how other colleges and universities (Jesuit, Catholic and other) have approached developing, approving, operationalizing, funding, and implementing common undergraduate general education experiences that work for all programs and majors. UUCC also refines plans for Fall 2018 Core Invention, including guest speakers, workshops, and a Core Design submission process.
September 2018	UUCC invites Dr. Paul Hanstedt, nationally recognized expert in general education curricular design, to kick-off a year-long Core Invention process, designed to engage the entire SLU community in conversations about a new SLU Core [https://www.slu.edu/news/announcements/2018/september/paul-hanstedt-core-curriculum-lecture.php]
October – December 2018	UUCC leads a series of Core Invention workshops for the SLU community in both St. Louis and Madrid. These workshops bring together over 250 SLU faculty members, staff members, and students from all colleges and schools to collaborate on imagining general education structures that might work for all students and programs across our University [https://www.slu.edu/news/announcements/2018/september/core-curriculum-workshop.php]
December 2018	UUCC invites students, faculty and staff to submit their own designs for a new SLU Common Core. 10 complete and 26 component Core designs are submitted, from students, staff and faculty in both St. Louis and Madrid [https://sites.google.com/a/slu.edu/core-invention-workspace/collaborate/core-submissions]
February 2019	UUCC hosts Core Directors from Boston College, Marquette University, and Gonzaga University for a comparative roundtable discussion of AJCU Core curricula [https://www.slu.edu/news/announcements/2019/january/core-events.php]

February – March 2019	UUCC reviews all Core Design Submissions and Workshop designs generated by the SLU community in Fall 2018 / Spring 2019. These designs inform the creation of three "Core Prototypes"
April 2019	UUCC hosts AACU Vice President Dr. Ashley Finley, who presents a lecture / discussion on recent trends in undergraduate curricular design for student wellness and resilience [https://www.slu.edu/news/announcements/2019/march/aacu-core-lecture.php]
April 2019	UUCC presents three "Core Prototypes" to the SLU community for discussion and feedback [https://www.slu.edu/news/announcements/2019/april/uucc-core-prototypes.php] UUCC also opens a "Core Prototypes Feedback" Qualtrics survey; survey open through May 2019 Survey received over 800 individual responses from faculty, staff and students in both St. Louis and Madrid
April – May 2019	UUCC presents prototypes to and holds additional listening sessions University-wide [https://www.slu.edu/news/announcements/2019/april/core-prototypes-fora.php]
Summer 2019	UUCC reviews and synthesizes all feedback generated by our three Core Prototypes –including feedback received from: ○ Listening sessions ○ "Core Prototypes" Qualtrics Survey (823 individual responses) ○ Direct letters from individual students, faculty members, and programs UUCC uses campus-wide feedback in multi-day June workshop to begin identifying components for a new Core architecture; spends June – September developing one Core Proposal to be submitted to the SLU community in early Fall 2019
October 2019	UUCC presents Common Core Proposal to the SLU community
November 15, 2019	Deadline for questions, comments and requests for clarification from all Colleges / Schools that deliver undergraduate programs
January 2019	UUCC submits final Core Proposal to SLU community for a Yes / No vote from all Colleges / Schools that deliver undergraduate programs
March 1, 2019	Deadline for all Colleges / Schools that deliver undergraduate programs to have held vote on Core Proposal

Appendix F: Proposed UUCC Committee Structure

Members	Member Status	Term	Voting Rights?	Appointment Method
Director of the Core (Chair)	Ex-Officio	Permanent	No	Per Position
Associate Director of the Core—FYS	Ex-Officio	Three-year	No	Per UUCC policies
Associate Director of the Core—Cura Personalis	Ex-Officio	Three-year	No	Per UUCC policies
Associate Director of the Core—Theological and Philosophical Foundations	Ex-Officio	Three-year	No	Per UUCC policies
Associate Director of the Core—EP Writing	Ex-Officio	Three-year	No	Per UUCC policies
Associate Director of the Core—EP Oral Communication	Ex-Officio	Three-year	No	Per UUCC policies
Associate Director of the Core—Collaborative IQ	Ex-Officio	Three-year	No	Per UUCC policies
Associate Director of the Core—Equity and Global Identities	Ex-Officio	Three-year	No	Per UUCC policies
University Registrar	Ex-Officio	Permanent	No	Per Position
Faculty Representative, University Libraries	Representative	Three-Year	No	Per Library Policies
SGA Representative	Representative	One-Year	No	Per SGA Policies
Division of Student Development Representative	Representative	Permanent	No	Per VP Student Dev
Assoc. Dean UG Education, College of Arts & Sciences	Ex-Officio	Permanent	No	Per Position
Asst. Provost for Assessment & Accreditation	Ex-Officio	Permanent	No	Per Position
Faculty Representative, Madrid Campus	Representative	Three-Year	No	Per Madrid Policies
Jesuit Community Representative	Representative	Permanent	No	Per Provost
Humanities Division Faculty Representatives (2), College of Arts & Sciences	Representative	Three-Year	Yes	Per CAS Policies
Social Sciences Division Faculty Representatives (2), College of Arts & Sciences	Representative	Three-Year	Yes	Per CAS Policies
Natural Sciences Division Faculty Representatives (2), College of Arts & Sciences	Representative	Three-Year	Yes	Per CAS Policies
At-Large Faculty Representative, College of Arts & Sciences	Representative	Three-Year	Yes	Per CAS Policies

Faculty Representative, Chaifetz School of Business	Representative	Three-Year	Yes	Per CSB Policies
Faculty Representative, Parks College	Representative	Three-Year	Yes	Per Parks Policies
Faculty Representative, School of Education	Representative	Three-Year	Yes	Per SOE Policies
Faculty Representative, School for Professional Studies	Representative	Three-Year	Yes	Per SPS Policies
Faculty Representative, College for Public Health & Social Justice	Representative	Three-Year	Yes	Per CPHSJ Policies
Faculty Representative, Valentine School of Nursing	Representative	Three-Year	Yes	Per SON Policies
Faculty Representative, Doisy College of Health Sciences	Representative	Three-Year	Yes	Per DCHS Policies