Final Core Proposal

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Final CORE Proposal 1.31.2020.pdf

Dear Members of the SLU Community,

On behalf of the University Undergraduate Core Committee, I am happy to submit to you the final iteration of our University Core Proposal.

The first iteration of this curriculum, released on October 1st, 2019, was the result of over four years of dedicated, university-wide collaboration and consultation. Since then, the UUCC has been reviewing the official responses from all Colleges and Schools that deliver undergraduate programs.

In addition to this final University Core Proposal document, the UUCC will also provide detailed College and School-specific responses to questions and requests.

The UUCC will hold two open fora to present this final version and answer questions from the SLU community. These will be held as follows:

- Open Fora South Campus - Monday, 2/10 from 12:00 - 1:00 in Allied Health #1043
- Open Fora North Campus - Wednesday, 2/12 from 4:00 - 5:00 in Morrissey Hall #0600

We ask that all SLU Colleges and Schools vote on adoption of this new University Core curriculum no later than March 20th, 2020.

Collegially,
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Proposal: University Core
Submitted to the SLU community (St. Louis and Madrid)
by the University Undergraduate Core Committee (UUCC)
January 31, 2020

One University :: One Core

The University 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 well-being, 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.

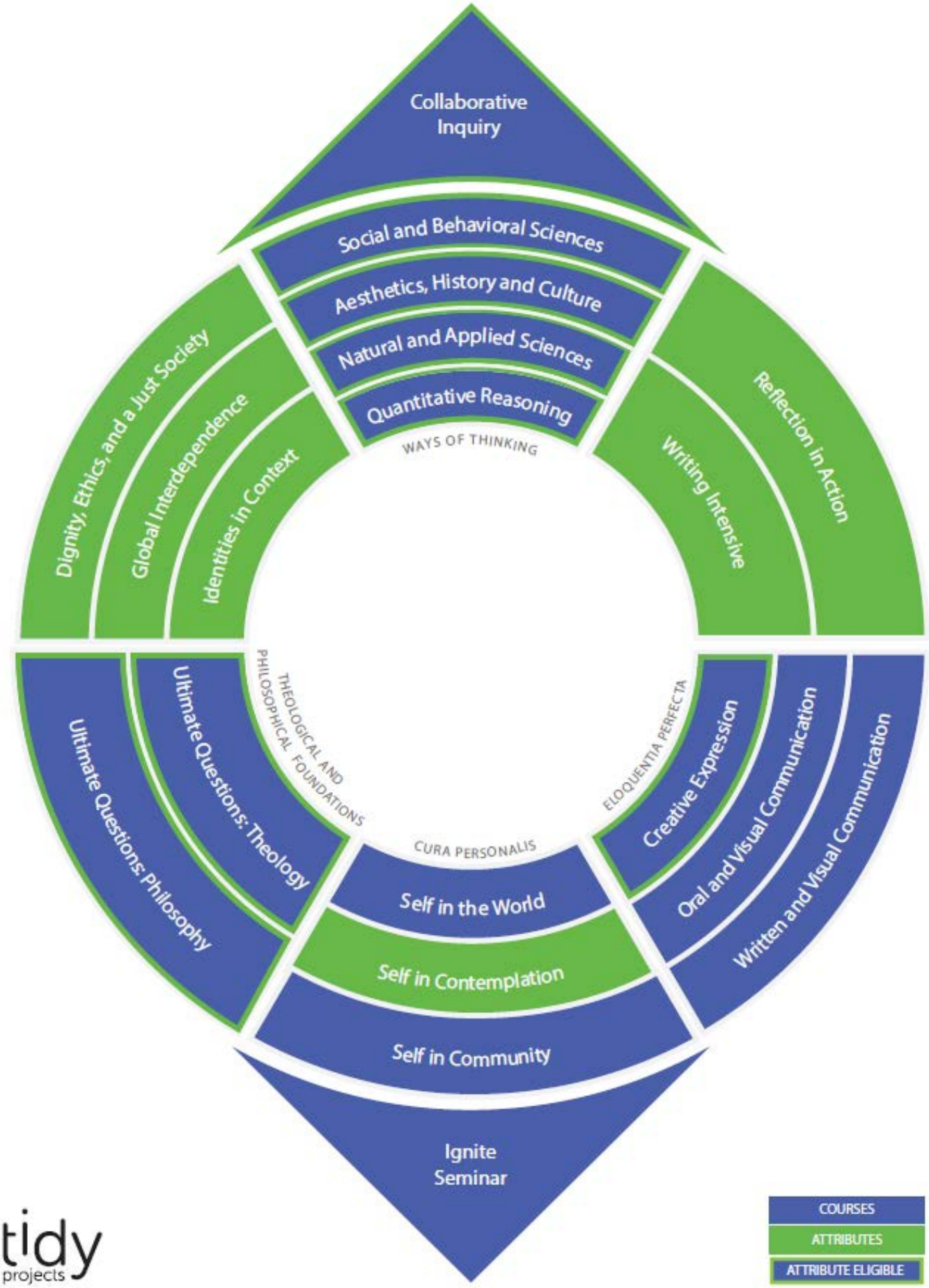
The Core inspires courage by cultivating students' agency in their own intellectual transformations and helping them become informed citizens who create positive change. The Core calls on students to envision a just society, recognize how and when injustice is institutionalized, and identify conditions 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.

Table of Contents

One University :: One Core 1
University Core Image 3
University Core Summary 4
Invitational by Design 5
Overview of Core Components 6
University Core Student Learning Outcomes 12
One-Page Core Component Summaries 13
Core Curriculum Map 35
University Core Policies and Procedures 37
Appendix A: High-Impact Practices in the University Core 39
Appendix B: University Core Alignment with National Association of Colleges and Employers Career Readiness Competencies 41
Appendix C: Second Baccalaureate Degree Core Alignment 43
Appendix D: Transitional Core Curricular Oversight Structure 44
Appendix E: Proposed UUCC Committee Structure 48
Appendix F: Saint Louis University Core Operating Budget 50
Appendix G: University Core Proposal Development Background 54
Appendix H: University Core Proposal Development Timeline (2018 – 2022) 55

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



tidy projects

University Core Summary

Ignite Seminar
Minimum 2 credits - one course
Must be taken in the first 2 semesters.

Students choose from a list of seminars designed to ignite their passion for scholarship and introduce them to what makes teaching and learning at Saint Louis University distinctive and transformative.

CORE 1000: *titles vary* **(2)**

Theological & Philosophical Foundations
6 credits - two courses

The disciplines of Philosophy and Theology lie at the center of Jesuit education. These two courses challenge students to reflect on their own and others' worldviews by wrestling with "ultimate questions" in dialogue with the Catholic, Jesuit tradition.

Ultimate Questions: Theology (3)

Ultimate Questions: Philosophy (3)

Ways of Thinking
12 credits - four courses

A hallmark of a liberal arts, Jesuit education is exposure to a breadth of disciplines and intellectual traditions. Each category exposes students to a distinct, disciplinary lens through which to encounter and engage with the world around them.

Aesthetics, History and Culture (3)

Nature and Applied Sciences (3)

Quantitative Reasoning (3)

Social and Behavioral Sciences (3)

Collaborative Inquiry
Minimum 2 credits - one course
Pre-requisites: CORE 1000; CORE 1500; 60 earned credits, including 21 credits from Core.

Students choose from a list of seminars where they work together to integrate concepts and methodologies from previous Core and other coursework to explore complex questions.

Collaborative Inquiry: *titles vary* **(2)**

Cura Personalis Sequence
2 credits - two courses plus one experiential requirement
CORE 1500 must be completed during the first 36 credits at SLU.

In the spirit of caring for the whole person, this three-part series of requirements offers students grounding, guidance, and support as they join the University community, engage in vocational discernment, and plan for a purpose-filled life in solidarity with others.

CORE 1500: Self in Community (1)

CORE 2500: Self in Contemplation

CORE 3500: Self in the World (1)

Eloquentia Perfecta
Minimum 8 credits - three courses plus one Writing Intensive attribute
The attribute can be applied to a course in the Core, major, minor, or other coursework.

Eloquence in written, oral, and visual communication is central to the Jesuit, liberal arts curriculum and essential to academic excellence and action for the common good.

Written & Visual Communication (3)

Oral & Visual Communication (3)

Creative Expression (2)

Writing Intensive (WI)

Equity and Global Identities
Attributes that can be applied to experiences or courses in the Core, major, minor, or other coursework.

At the center of the University Core is a commitment to helping students understand the world in which they live so that they can better advocate for justice and act in solidarity with people who are disadvantaged and oppressed.

Identities in Context (IIC)

Global Interdependence (GI)

Dignity, Ethics, and a Just Society (DEJS)

Reflection-in-Action (RIA)

Invitational by Design

The **Saint Louis University Core** is a 32 credit hour integrated intellectual 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 University 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 regardless of college, school or campus, the Core offers multiple and varied opportunities for instructors to develop courses that can be approved to meet Core requirements. Any instructor or program that wants to propose a Core course or experience should find opportunities to do so in ways that align with their student populations, teaching / learning modalities, and chosen language of instruction.

Ignite 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 University Core. 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. Furthermore, while proficiency in a second language is not an explicit requirement of the University Core for all baccalaureate students, Core components may be offered in languages other than English.

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

Statement of Partnership from the Reinert Center for Transformative Teaching and Learning

As the University's comprehensive teaching center, the Paul C. Reinert, S.J. Center for Transformative Teaching and Learning is committed to supporting the design, development, and implementation of SLU's first university-wide Core curriculum. We commit to working with individual faculty and with the UUCC as they develop courses and curricula aligned with the Core Student Learning Outcomes and with evidence-based practices for quality undergraduate education. All faculty teaching in the Core will have access to the full range of services and programs offered by the Reinert Center. Additionally, we will (to the best of our ability, with available resources) work with Core leadership to offer Core-specific programming, as appropriate.

Overview of Core Components

IGNITE SEMINAR (Minimum 2 credit hours)

The Saint Louis University Core begins with the Ignite Seminar, in which students are introduced to what makes teaching and learning at Saint Louis University distinctive and transformative.

In these small-group seminars, SLU faculty members invite students to join them in exploring the ideas and questions that have sustained and continue to fuel their passion and commitment as individuals and teachers. Each instructor's distinct expression of disciplinary or interdisciplinary inquiry provides the lens through which students practice the Ignatian learning process—an integrative and personal approach to learning rooted in context, experience, reflection, action, and evaluation. Ignite Seminars therefore model how individual scholarly commitments are necessarily forged in dialogue with the complex personal and social worlds we inhabit.

These courses make visible for students the rich interplay of intellect and identity, wonder and certainty, rigor and play that characterizes academic inquiry rooted in the Ignatian ideal of care for the whole person (*cura personalis*). Ignite Seminar leaders, in partnership with SLU Libraries, also guide students as they identify and explore the subjects, questions, and scholarly pursuits that ignite their own sense of wonder and urgency.

CURA PERSONALIS SEQUENCE (2 credit hours)

Inspired by the Spiritual Exercises of St. Ignatius, the Cura Personalis sequence focuses on caring for the whole student, and on developing each student's ability to foster human flourishing in themselves and others through personal discovery and meaning-making. Intentionally sequenced, this three-part series of courses and learning experiences offers students grounding, guidance, and support as they join the University community, engage in vocational discernment, and plan for a purpose-filled life in solidarity with others.

Cura Personalis 1: Self in Community (1 credit hour) launches students on a path of self-discovery and deeper meaning-making by exploring fundamental questions of identity, history, and place. Completed in a student's first year at SLU, this course is designed to offer grounding and support as students join the SLU academic community and begin to navigate its distinctive intellectual and interpersonal challenges. This course situates students within the histories, places, and resources of SLU and St. Louis/Madrid, and assists them in their transition to college-level learning in the Jesuit tradition by inviting them to consider the diverse perspectives and backgrounds that make up SLU, including their own. The course also orients students to a variety of academic, health, wellness, civic, and cultural resources that are available to enrich their SLU journey.

Cura Personalis 2: Self in Contemplation (non-credit-bearing experiential requirement; pre- or co-requisite: Cura Personalis 1) guides students in a structured process of reflection and discernment informed by or in dialogue with the Ignatian tradition. These non-credit bearing experiences invite students to envision a clearer sense of who they are and how they might contribute to their communities by considering how their values and calling shape their vocational aspirations. Students are asked to consider how they might foster justice and the flourishing of human dignity within themselves and others. Tools and methodologies are provided to assist the student in the development of lifetime practices of professional and personal reflection.

Cura Personalis 3: Self in the World (1 credit hour; pre-requisite: Cura Personalis 1; pre- or co-requisite: Cura Personalis 2) is the final component of this sequence. Students are asked to look outward by articulating how their skills, competencies, and knowledge transfer to professional, personal, and/or civic vocation. Students are guided in examining both academic and non-academic options and logistics; preparing career-enhancing tools; and developing appropriate career-enhancing practices that will help them move forward with a sense of confidence and purpose that enables them to find richer meaning in their lives and careers. 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 messages about how that intersection informs who they are as they leave SLU and embark on their work in the world in solidarity with others.

THEOLOGICAL AND PHILOSOPHICAL FOUNDATIONS (6 credit hours)

The disciplines of Philosophy and Theology lie at the intellectual center of the Catholic, Jesuit educational tradition. Each of these disciplines, in its own way, engages "ultimate questions" regarding the meaning of human existence and desire for transcendence—questions of faith and the divine, of creation and human destiny, of evil, reconciliation, and the good. The University Core introduces students to these disciplines in courses that ask students to reflect critically on their own and others' worldviews by wrestling with ultimate questions in dialogue with the Catholic, Jesuit tradition.

- In **Ultimate Questions: Philosophy**, students focus on the nature of reality and our ability to know it, the nature of wisdom and the good life, and the nature and meaning of human existence. Ultimate Questions: Philosophy introduces students to distinctively philosophical ways of reasoning about such questions, including philosophical approaches found in the Catholic tradition.
- In **Ultimate Questions: Theology**, students focus on the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; evil and salvation. Ultimate Questions: Theology introduces students to the fundamental texts, teachings, practices and modes of inquiry of one or more major religious traditions, always including the Catholic tradition.

ELOQUENTIA PERFECTA (Minimum 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 University 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 University 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.

- **Aesthetics, History and Culture** courses advance students' ability to understand the meaning and diversity of human experiences both within and beyond their own social and cultural contexts. These courses develop students' abilities to draw reasoned conclusions about primary sources (including visual art, literature, cinema, historical documents, and other cultural products).
- **Natural and Applied Sciences** courses foster students' understanding of modes of inquiry used to study structures and mechanisms of the universe. In these courses, students develop an understanding of scientific laws, principles, and theories as well as methods to test empirical claims.

- **Quantitative Reasoning** courses introduce students to the ubiquity of quantitative data, theories, and applications. In these courses, students attain a breadth and depth of mathematical and/or statistical skill sets that allows them to assess quantitative information in order to develop rigorous arguments and communicate reasoned conclusions.
- **Social and Behavioral Sciences** courses develop students' ability to systematically study society, culture, individuals, institutions, and/or communication. In these courses, students are asked to consider the diversity of social, political, and civic life. Students will be given the tools to draw reasoned conclusions about the complexity of real-world challenges experienced by individuals or groups, locally, nationally, and / or globally.

COLLABORATIVE INQUIRY COURSE (Minimum 2 credit hours)

The **Collaborative Inquiry** requirement within the University 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 University 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, Ethics, and a Just Society**; and **Reflection-in-Action** can be found throughout the University 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, Ethics, and a Just 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.

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 Seminar	**Core Requirement**
Core component title	Ignite Seminar [Core 1000: topics vary. May be cross-listed with department code]
Minimum credit hours	2
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 Seminar requirement engage each instructor's distinct area of expertise as the lens through which students practice the Ignatian learning process—an integrative and personal approach to inquiry rooted in context, experience, reflection, action, and evaluation. By focusing on how scholarly commitments are forged in dialogue with the personal and social worlds we inhabit, Ignite seminars showcase the rich interplay of intellect and identity, wonder and certainly, rigor and play that characterizes academic inquiry rooted in the Ignatian ideal of care for the whole person (*cura personalis*). Ignite Seminar leaders also guide students as they identify and explore the questions that ignite their own sense of wonder and urgency.
Core component learning outcomes	Students who complete this course will be able to: • Recognize that both personal and social **context** shapes all learning • Characterize how the **experience** of learning through a distinct disciplinary or interdisciplinary mode of inquiry shapes knowledge of ourselves, or communities, and our world • **Reflect** on learning experiences to arrive at a deeper understanding of who they are as scholars and citizens • **Evaluate** the ways in which new knowledge illuminates routes towards future **action**, and identify possible actions one might take in the service of humanity • Identify, evaluate, and utilize a variety of SLU library 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 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 • To ensure that students have the fundamental skills of information literacy they will need to navigate these interests moving forward, all Ignite Seminars partner with SLU Libraries on a research assignment connected to the seminar topic • 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 Seminars have the option of adding Cura Personalis 1: Self in Community to course as a lab section • Ignite Seminars are NOT eligible to carry any additional Core attributes

Cura Personalis 1: Self in Community	Core Requirement
Core component title	Cura Personalis 1: Self in Community
Minimum credit hours	1
Core-specific pre- / co-requisites and/or requirements	Requirement: Must be completed during first 36 credit hours at SLU.
Core component summary	Courses that satisfy the Cura Personalis 1: Self in Community requirement launch students on a path of self-discovery and deeper meaning-making by exploring fundamental questions of identity, history, and place. Completed in the first year at SLU, this course offers grounding and support as students join the SLU academic community and begin to navigate its distinctive intellectual and interpersonal challenges. This course situates students within the histories, places, and resources of SLU and St. Louis/Madrid, and assists in their transition to college-level learning in the Jesuit tradition by inviting them to consider the diverse perspectives and backgrounds that make up SLU, including their own. The course also orients students to a variety of academic, health, wellness, civic, and cultural resources that are available to enrich their journey.
Core component learning outcomes	Students who complete this course will be able to: • Demonstrate an understanding of SLU's mission, Core Student Learning Outcomes, and the history of the Jesuit intellectual tradition • Demonstrate an understanding of the diversity and interconnectedness of individuals and communities, both present and past, in the shaping of one's own perspectives, values, and identities. • 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** / SLO 1, SLO 5, SLO 9 **Develop** **Achieve**
Essential criteria required of all Core components designated as Cura Personalis 1: Self in 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: Self in Community replaces the existing U101 course at SLU • All Cura Personalis 1: Self in Community courses have the option of being added to an Ignite Seminar as a lab section.

Cura Personalis 2: Self in Contemplation	Core Requirement

Core component title	Cura Personalis 2: Self in Contemplation		
Minimum credit hours	Non-credit bearing experience		
Core-specific pre- / co-requisites and/or requirements	Pre- or Co-requisite: Cura Personalis 1: Self in Community		
Core component summary	Experiences that satisfy the Cura Personalis 2: Self in Contemplation requirement guide students in a structured process of reflection and discernment informed by or in dialogue with the Ignatian tradition. These non-credit-bearing experiences invite students to envision a clearer sense of who they are and how they might contribute to their communities by considering how their values and calling shape their vocational aspirations. Students are asked to consider how they might foster justice and the flourishing of human dignity within themselves and others. Tools and methodologies are provided to assist the student in the development of lifetime practices of professional and personal reflection.		
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: Self in Contemplation ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Guide students in applying principles of contemplation, values clarification, 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: Self in Contemplation is an experience open to delivery from instructors (faculty and staff) across the University. Designed to be a flexible Core requirement, Cura Personalis 2: Self in Contemplation 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 a course (in the Core, major, or other coursework) as a lab section		

Cura Personalis 3: Self in the World	Core Requirement

Core component title	Cura Personalis 3: Self in the World		
Minimum credit hours	1		
Core-specific pre- / co-requisites and/or requirements	Pre-requisites: Cura Personalis 1; Cura Personalis 2; Eloquentia Perfecta 1 Pre- or Co-requisite: Eloquentia Perfecta 2		
Core component summary	Courses that satisfy the Cura Personalis 3: Self in the World requirement ask students to look outward by articulating how their skills, competencies, and knowledge transfer to professional, personal, and/or civic vocation. Students are guided in an examination of both academic and non-academic options and logistics; preparing career-enhancing tools, and developing appropriate career-enhancing practices that will help them move forward with a sense of confidence and purpose that enables them to find richer meaning in their lives and careers. 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 messages about how that intersection informs who they are as they leave SLU and embark on their work in the world in solidarity with others.		
Core component learning outcomes	Students who complete this course will be able to: • Articulate the significance of intersections between the University 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 Cura Personalis 3: Self in the World ***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		

Ultimate Questions: Philosophy	**Core Requirement**
Core component title	Ultimate Questions: Philosophy
Minimum credit hours	3
Core-specific pre- / co-requisites and/or requirements	Pre- or co-requisite: Cura Personalis 1: Self in Community
Core component summary	Courses that satisfy the Ultimate Questions: Philosophy requirement ask students to reflect critically on their own and others' worldviews by wrestling with "ultimate questions" in dialogue with the Catholic, Jesuit tradition. Ultimate Questions: Philosophy focuses on the nature of reality and our ability to know it, the nature of wisdom and the good life, and the nature and meaning of human existence. Ultimate Questions: Philosophy introduces students to distinctively philosophical ways of reasoning about such questions, always including philosophical approaches found in the Catholic tradition.
Core component learning outcomes	Students who complete this course will be able to: • Explain and evaluate arguments for philosophical answers, including those in the Catholic tradition, to ultimate questions concerning the nature of humanity, reality and God, knowledge, and/or the good life • Apply an array of analytic methods, conceptual tools, logical principles, and other resources to their own inquiry into ultimate questions • Articulate and reflect on their own worldview and practices in dialogue with different answers to ultimate questions, including answers in the Catholic tradition
Core SLO(s) that this component is designed to intentionally advance	**Introduce** / SLO 2, SLO 3 — **Develop** / SLO 1, SLO 3 — **Achieve** / SLO1
Essential criteria required of all Core components designated as Ultimate Questions: Philosophy ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Teach students about – and require students to engage – fundamental philosophical texts and figures (including but not limited to Plato, Aristotle, and some figure(s) in the Catholic intellectual tradition such as Aquinas, Boethius, or Augustine) • Address one or more of the following topics: the nature of material and transcendent reality; belief, knowledge, and rationality; human nature and meaning; the good life • Introduce students to the methods of reasoning and inquiry employed in the discipline of philosophy. • Challenge students to articulate and reflect on their own worldview and practices in dialogue with texts and ideas studied in the course, including those from the Catholic tradition; students will produce an artifact of this examination
Notes	

Ultimate Questions: Theology			**Core Requirement**
Core component title	Ultimate Questions: Theology		
Minimum credit Hours	3		
Core-specific pre-/ co-requisites and/or requirements	Pre- or co-requisite: Cura Personalis 1: Self in Community		
Core component summary	Courses that satisfy the Ultimate Questions: Theology requirement ask students to reflect critically on their own and others' worldviews by wrestling with "ultimate questions" in dialogue with the Catholic, Jesuit tradition. Ultimate Questions: Theology focuses on the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; evil and salvation. Ultimate Questions: Theology introduces students to the fundamental texts, teachings, practices and modes of inquiry of one or more major religious traditions, always including the Catholic, Jesuit tradition.		
Core component learning outcomes	Students who complete this course will be able to: • Explain how one or more religious traditions, including the Catholic tradition, respond(s) to questions about the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; and/or evil (in ourselves and in the world) and salvation • Apply a well-reasoned, contextual reading of a religious tradition's texts and practices to their own theological inquiry into ultimate questions of meaning and truth • Articulate and reflect on their own worldview and practices in dialogue with different responses to ultimate questions, including responses in the Catholic, Jesuit tradition		
Core SLO(s) that this component is designed to intentionally advance	**Introduce**	**Develop**	**Achieve**
	SLO 2, SLO 3, SLO 5	SLO 1, SLO 3	SLO 1
Essential criteria required of all Core components designated as Ultimate Questions: Theology ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Teach students about – and require students to engage – fundamental theological texts and figures, including Jesus and other important figures in the Catholic, Jesuit tradition • Address one or more of the following areas of inquiry: the nature of faith; the nature, existence, and personhood of God; the nature and ends of creation and human life; evil (in ourselves and in the world) and salvation • Introduce students to the methods of reasoning and inquiry (including a charitable reading of texts) that are employed within the discipline of Theology • Challenge students to examine and reflect on their own worldview and practices in dialogue with theological and religious traditions, including the Catholic, Jesuit tradition; students will produce an artifact of this examination.		
Notes	• Courses on world religions can satisfy the Ultimate Questions: Theology requirement, provided they bring other religions into dialogue with the Catholic, Jesuit tradition.		

Eloquentia Perfecta: Written and Visual Communication	Core Requirement
Core component title	Eloquentia Perfecta: Written and Visual Communication: ENGL 1900; ENGL 1920; ENGL 2005 (1905); EAP 1900 / CORE 1900
Minimum credit hours	3
Core-specific pre-/co-requisites and/or requirements	Pre-requisites: ONE OF THE FOLLOWING: ENGL 1500; PST [ENGL] 1505; EAP 1500; 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. Should be completed during a student's first 36 credit hours at SLU
Core component summary	Eloquentia Perfecta: Written and Visual Communication Core Courses are part of a rigorous and cohesive sequence designed to cultivate "perfect eloquence" in writing, speaking and other forms of creative public expression in alignment with the foundational goals of the Jesuit *Ratio Studiorum*. In these courses, students are trained in the five duties of the rhetorician: invention, arrangement, style, memory, and delivery. Courses that satisfy the Written and Visual Requirement develop students' ability to write effective messages and arguments in expository prose, design effective visual messages and arguments, participate in academic discourse, and advocate for the common good. Students advance their writing and visual design skills through a variety of formal and informal assignments that require several stages of invention and revision and the acknowledgement of multiple and contradictory perspectives. Through these assignments, students gain rhetorical awareness of purposes, audiences, and contexts. They also reflect on the ways in which rhetorically fluent communication is vital to ethical public discourse, understood as effective communication in service of the common good.
Core component learning outcomes	Students who complete this Core component will be able to: • Write and design purposeful messages and arguments attuned to the particularities of context and audience • Analyze written and visual messages and arguments from appropriate sources from multiple and contradictory perspectives • Summarize, paraphrase, and quote from appropriate sources in support of specific claims • Critically evaluate their own and others' rhetorical choices • Develop their written and visual claims through several stages of invention and revision • Reflect on the ways in which rhetorically proficient written and visual communication contributes to ethical public discourse

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 without prior experience teaching equivalent courses must receive training in best practices in writing pedagogy prior to teaching this course. All instructors will be provided with appropriate pedagogical orientation as needed and as determined by the Associate Director for Eloquentia Perfecta: Written and Visual Communication • 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 that students produce by the end of the term. Total word count may include outlines or drafts as well as final written projects

Eloquentia Perfecta: Oral and Visual Communication	Core Requirement
Core component title	Oral and Visual Communication: CMM 1200; CMMK 1210 / CORE 1950 or approved equivalent courses in any program that meet component SLOs, including courses offered in languages other than English.
Minimum credit hours	3
Core-specific pre-/co-requisites and/or requirements	Should be completed during a student's first 60 credit hours at SLU
Core component summary	Eloquentia Perfecta: Oral and Visual Communication Core Courses are part of a rigorous and cohesive set of courses designed to cultivate "perfect eloquence" in writing, speaking and other forms of creative public expression in alignment with the foundational goals of the Jesuit *Ratio Studiorum*. In these courses, students are trained in the five duties of the rhetorician: invention, arrangement, style, memory, and delivery. Courses that satisfy the Oral and Visual Communication requirement develop students' ability to prepare and deliver effective oral and visual messages and arguments within academic and professional contexts and advocate for the common good. Students advance their oral and visual communication skills through assignments that require them to consider their own positions, present audience-appropriate messages and arguments, and acknowledge multiple and contradictory perspectives. In this process, students learn to evaluate oral and visual arguments and reflect on the ways in which identity, values and diverse cultural contexts shape their own and others' oral and visual communication. They also reflect on the ways in which rhetorically fluent communication is vital to ethical public discourse, understood as effective communication in service of the common good.
Core component learning outcomes	Students who complete this Core component will be able to: • Analyze oral and visual messages and arguments and their implications from multiple and contradictory perspectives • Critically examine how identity, values and diverse cultural contexts shape and inform oral and visual communication • Prepare and deliver well-organized, well-supported, and audience-appropriate oral and visual messages and arguments • Collaborate effectively within a group communication experience • Reflect on the ways in which rhetorically proficient oral and visual communication contributes to ethical public discourse

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 and Visual Communication ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	• Instructors without prior experience teaching equivalent courses must receive training in best practices in oral communication pedagogy prior to teaching this course. All instructors will be provided with appropriate pedagogical orientation as needed and as determined by the Associate Director for Eloquentia Perfecta: Oral and Visual Communication • All sections must be taught at a 20:1 student/instructor ratio (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, with formal and informal assignments spread throughout the term • Students must have the opportunity to develop oral and visual communication through multiple stages 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	Eloquentia Perfecta: Creative Expression Core courses are part of a rigorous and cohesive set of courses designed to cultivate "perfect eloquence" in writing, speaking and other forms of creative public expression in alignment with the foundational goals of the Jesuit *Ratio Studiorum*. These courses invite students to explore how the duties of the rhetorician (invention, arrangement, style, memory, delivery) are also crucial in acts of creation in the arts or design. Courses that satisfy the Eloquentia Perfecta: Creative Expression requirement cultivate students' abilities to articulate persuasive positions through engagement with a creative or design process. These courses foster technical skills that allow students to communicate messages and arguments creatively in a specific linguistic, performance, design and/or artistic medium. As students practice modes of creative expression in these courses, they also advance their capacities to produce informed evaluations of arts, media, performance, or design. These courses develop students' awareness of how creative expression is influenced by personal and cultural contexts. Students also reflect on the ways in which rhetorically fluent and technically proficient creative expression and design are vital to ethical public discourse.
Core component learning outcomes	Students who complete this course will be able to: • Articulate persuasive positions through engagement in a creative or design process that includes multiple stages of invention and arrangement • Develop perceptual, analytical, and technical skills and processes that enable engagement with elements of the arts, design, or performance (e.g. form, color, perspective, rhythm, movement) to communicate concepts and ideas • Critically analyze their own and others' creative expression and/or design • Examine how personal and cultural contexts influence choices made within creative expression or design traditions • Reflect on the ways in which rhetorically and technically proficient creative expression or design contributes to ethical public discourse
Core SLO(s) that this component is designed to intentionally advance	**Introduce**: SLO 5 **Develop**: SLO 3, SLO 4 **Achieve**:
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 articulating positions within a form of creative expression or design • Facilitate students' critical and ethical thinking through engagement with a creative or design process • Require students to reflect on the relationship between the creative or design process and its larger cultural or linguistic context(s), including potentially world languages and cultures • Assign some formal reflection on creative or design 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; ENGL 1920; ENGL 2005 (1905); EAP 1900 / CORE 1900]
Core component summary	Eloquentia Perfecta Writing Intensive courses are part of a rigorous and cohesive set of courses designed to cultivate "perfect eloquence" in writing, speaking and other forms of creative public expression in alignment with the foundational goals of the Jesuit *Ratio Studiorum.* Courses that satisfy the Eloquentia Perfecta: Writing Intensive requirement build students' ability to write effective 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 persuasive written claims and analyze and synthesize material from a variety of sources appropriate to the course inquiry. As they write messages and arguments for specific audiences and purposes, students will gain the ability to reflect critically on the ways identity and values shape written communication. They also further reflect on the ways in which rhetorically fluent communication is vital to ethical public discourse, understood as effective communication in service of the common good.
Core component learning outcomes	Students who complete this Core component will be able to: • Write effectively for specific purposes and audiences • Analyze and synthesize claims from a variety of sources • Synthesize, summarize, paraphrase, and quote from a variety of appropriate sources in support of specific claims • Engage in processes of invention and revision that enable evaluation of their own and others' rhetorical choices in written messages and arguments • Reflect on the ways in which rhetorically proficient written communication contributes to ethical public discourse
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***	• Instructors must receive training in best practices in writing pedagogy prior to teaching a course attributed as "Writing Intensive" • All sections must be taught at a maximum 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); courses may use teaching assistants to manage the student/instructor ratio • Instruction should frequently focus on student writing. Student texts should be workshopped by the instructor and/or peers • Writing assignments must be spread throughout the term; • Collaborative or group writing assignments may be part of the assigned writing for the course • Writing assignments may be discipline-specific (e.g. professional, technical, or scientific writing)

	• 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. Total word count may include outlines or drafts as well as final written projects • The Associate Director of Eloquentia Perfecta: Written and Visual Communication and the associated subcommittee will be responsible for working with instructors to accommodate the criteria listed above to specific disciplinary parameters (e.g. intensive-writing courses in languages other than English; technical or professional writing in capstone courses)

Ways of Thinking: Aesthetics, History and Culture	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 Aesthetics, History and Culture requirement advance students' ability to understand the meaning and diversity of human experiences both within and beyond their own social and cultural contexts. These courses develop students' abilities to draw reasoned conclusions about primary sources (including visual art, literature, cinema, historical documents, and other cultural products) 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 cultural products relevant to the period, area or theme of the course • Analyze primary sources appropriate to the discipline (e.g. literary artifacts, visual art, historical documents, performances, or other cultural products) in order to draw reasoned conclusions • Develop interpretive claims about how larger social contexts shape cultural products		
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: Aesthetics, History and Culture ***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 culture through the examination of artifacts and contexts • Require students to engage with primary sources as appropriate to the discipline (e.g. literature, visual art, objects, archival documents, or other cultural products) and to develop an awareness of scholarly methods appropriate to these fields of inquiry • Require students to develop analytical, linguistic, and/or creative skills to interpret how larger contexts shape the products being studied; students will produce an artifact (research paper, performance, speech, etc.) that demonstrates these abilities		
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, art history, or world languages and cultures • Courses that meet the learning outcomes and essential criteria for this component may be submitted from any department or program		

Ways of Thinking: Quantitative Reasoning	Core Requirement
Core component title	Varies
Minimum credit hours	3
Core-specific pre- / co-requisites and/or requirements	Should be completed during a student's first 45 credit hours at SLU
Core component summary	Courses that satisfy the Quantitative Reasoning requirement introduce students to the ubiquity of quantitative data, theories, and applications. In these courses, students attain a breadth and depth of mathematical and/or statistical skill sets that allows them to assess quantitative information in order to develop rigorous arguments and communicate reasoned conclusions.
Core component learning outcomes	Students who complete this course will be able to: ● Demonstrate a breadth and depth of mathematical 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**: SLO 2, SLO 4 **Develop**: SLO 3 **Achieve**: SLO 3
Essential criteria required of all Core components designated as Ways of Thinking: Quantitative Reasoning ***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 numerically based information ● Require an artifact that demonstrates student achievement of the component outcomes
Notes	● A MATH designated course must be above the level of MATH 1200 ● 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 ● Courses that meet the learning outcomes and essential criteria for this component may be submitted from any department or program

Ways of Thinking: Natural and Applied Sciences	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 Natural & Applied Sciences requirement foster students' understanding of modes of inquiry used to study structures and mechanisms of the universe. In these courses, students develop an understanding of scientific laws, principles, and theories as well as methods to test empirical claims. These courses give students the tools to evaluate claims about the natural and physical world and/or to apply scientific reasoning to real-world problems.
Core component learning outcomes	Students who complete this course will be able to: • Acquire knowledge of the world through a scientific discipline (natural or applied sciences) • Express how scientific disciplines approach complex questions • Use scientific thinking to draw conclusions about multidimensional problems • Assess data used to make evidence-based 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 Ways of Thinking: Natural and Applied Sciences ***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 or engineering, medical, or computer science applications • 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 natural science, engineering, computer science, medicine, and technology • Courses that meet the learning outcomes and essential criteria for this component may be submitted from any department or program

Ways of Thinking: Social and Behavioral Sciences	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 Sciences requirement develop students' ability to systematically study society, culture, individuals, institutions, and/or communication. In these courses, students are asked to consider the diversity of social, political, and civic life. Students will be given the tools to draw reasoned conclusions about the complexity of real-world challenges 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 or behavioral theories and principles • Use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes • Describe competing paradigms of knowledge (from the dominant discipline or field) • Draw reasoned conclusions through the use of evidence 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 Sciences ***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 sciences, linguistics, many interdisciplinary fields, and professional programs such as Social Work and Education • Courses that meet the learning outcomes and essential criteria for this component may be submitted from any department or program

Collaborative Inquiry	Core Requirement
Core component title	Collaborative Inquiry: [topics vary]
Minimum credit hours	2
Core-specific pre- / co-requisites and/or requirements	Pre-requisites: Ignite Seminar and Cura Personalis 1: Self in Community Requirement: Students may enroll in Collaborative Inquiry after they have earned 60 credits, including 21 credits from the University Core
Core component summary	Courses that satisfy the Collaborative Inquiry requirement 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 students' 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	• 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 from their Core and program coursework and to lead students in a consideration of evidence gained through these multiple modes of inquiry

Dignity, Ethics, and a Just 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, Ethics, and a Just Society requirement ask students to apply concepts of human dignity, well-being, equity, and justice to critically evaluate social systems; envision changes that promote dignity and justice; and assess the moral implications of their analysis for their own actions and vocation.
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 using such concepts as social location, relationships, power, privilege, and vulnerability ● Apply such ethical concepts as human dignity, equity, well-being justice, and the common good to critically evaluate both existing social systems and proposals for social change ● Envision and articulate systemic social changes and other ways to promote flourishing, well-being, equity, justice, and the dignity of the human person
Core SLO(s) that this component is designed to intentionally advance	**Introduce**: SLO 7 **Develop**: SLO 1, SLO 3, SLO 7 **Achieve**: SLO 7
Essential criteria required of all Core components designated as satisfying the Dignity, Ethics, and a Just Society attribute ***What instructors must do / teach / assign / require to ensure the integrity of each section University-wide***	● Familiarize students with key theoretical 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, the common good, and justice, as appropriate for the topic area and discipline ● Require students to analyze how social systems advance or obstruct justice, and to evaluate the relative utility of different concepts and methods used to analyze the social systems/visions treated in the course ● Enable students to reflect on the ethical implications of course content in their own lives ● 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. ● Courses with this attribute may include a range of justice-oriented courses in a variety of disciplines, including professional and applied ethics courses (e.g., health care ethics, computer ethics) ● Any course in the University Core or in a major program of study is eligible to be approved as carrying this attribute **except for: Ignite 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 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: • Ask complex questions about other cultures or international processes • Interpret intellectual and emotional dimensions of more than one worldview • Describe how the lives, values, and experiences of people are affected by factors or processes outside of their own countries or localities • Envision alternative strategies to address challenges rooted in interactions with people and societies outside the United States. • 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***	• Courses in this category EITHER examine at least one global or transnational process or system and its varying impacts on different populations OR explore environmental, epidemiological, social, cultural, economic, political, or other factors in a country or countries other than the U.S. • 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 University Core, major, or other coursework is eligible to be approved as carrying this attribute **except for: Ignite 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 provide students with the intellectual and interpersonal tools necessary for a rigorous examination of how diverse and intersecting identities shape how 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 as satisfying the Identities in Context attribute ***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 University Core, major, or other coursework is eligible to be approved as carrying this attribute **except for: Ignite 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	Non-credit bearing experience
Core-specific pre- / co-requisites and/or requirements	Pre-requisites: Ignite Seminar, Cura Personalis 1: Self in 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 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 Core experience 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

Core Curriculum Map

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

The University 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 University 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.

PROPOSAL: UNIVERSITY CORE

Core Component	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5	SLO #6	SLO #7	SLO #8	SLO #9
Ignite Seminar	I	I	I		I				
Cura Personalis: Self in Community	I				I				I
Cura Personalis: Self in Contemplation	I D				I D			I	
Cura Personalis: Self in the World	I	D		D A					D
Ultimate Questions: Theology	D A	I	I D		I				
Ultimate Questions: Philosophy	D A	I	I 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 Reasoning		I	D A	I					
Ways of Thinking: Natural and Applied Sciences		D	D						
Ways of Thinking: Aesthetics, History and Culture		D	D						
Ways of Thinking: Social & Behavioral Sciences		D	D						
Dignity, Ethics, and a Just 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. See Appendix D for anticipated curricular oversight structure.
2. University Core assessment will measure student achievement of all Core SLOs. By gathering and evaluating evidence of this achievement, University Core 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.).

University Core Policies and Procedures

The University Core requirements apply to all first baccalaureate degree-seeking students enrolled at Saint Louis University.[1]

Pre-requisites / co-requisites

The University 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 University Core may carry additional pre- and co-requisites as determined by departments, programs, and units.

Course / component approval

Core curricular subcommittees with faculty representation from across the University will review and approve courses for the University Core.[2] Faculty are invited to submit both **existing** and **new** courses and experiences to satisfy University Core requirements.

All new sections of courses and experiences unique to the University Core (e.g., CORE 1000: Ignite Seminar; CORE 1500: Self in Community; CORE 3500: Self in the World; CORE 4000: Collaborative Inquiry) must first be approved by an instructor's departmental chair / director or supervisor to ensure appropriate capacity and scheduling oversight before being forwarded to the UUCC for consideration.

All **existing** courses and experiences submitted for consideration must first be approved by an instructor's departmental chair / director or supervisor to ensure appropriate capacity and scheduling oversight.

All **new** courses and experiences submitted for consideration must first be approved through appropriate College, School, or Program procedures.

Component area guidelines

Ways of Thinking

Courses will be approved to count for **only one area** within the University 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 within which area 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 University Core.

[1] SLU recognizes that second-degree students (those who have already earned a bachelor's degree at a regionally-accredited U.S. college or university or international equivalent) have already completed the Core/general education requirements of their bachelor's degree-granting institution. Second baccalaureate degree students satisfy the University Core requirement upon completion (via transfer or SLU credit) of 30 credit hours within general disciplinary areas and categories (see Appendix C).

[2] See Appendix D for Transitional Curricular Oversight Structure.

Attributed Core components

Any course in the Core, major or other coursework—**other than the Ignite Seminar; Cura Personalis 1 and 3; Eloquentia Perfecta 1 and 2—**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, Ethics, and a Just Society
- Reflection-in-Action
- Writing Intensive

Transfer

Students transferring into Saint Louis University without a first baccalaureate degree will be required to complete two University Core components *at SLU*:

- Cura Personalis 1: Self in Community (1 credit hour course)
- Reflection-in-Action (external engagement experience, non-credit bearing)

Beyond these two requirements, students may seek transfer credit for as many hours of the University Core as they can demonstrate they have completed elsewhere, via AP, IB, and/or accredited college/university course credit. Transfer course(s) without direct course equivalents can be submitted to the Core Director for consideration for meeting Core requirement(s). The Core Director will work directly with the Office of the University Registrar to ensure expedient articulation.

Please note: Because 1818 credit is SLU credit, no transfer articulation is necessary.

Transfer policy for non-credit-bearing Core attributes

For both institutional clarity and ease of articulation, SLU courses approved to carry University Core attributes—**Identities in Context; Global Interdependence; Dignity, Ethics, and a Just Society; Cura Personalis 2: Self in Contemplation; Writing Intensive**—will reflect this course content in both course title and / or catalog description. Students may transfer in credit for one or more of these attributes if that a transfer course clearly mirrors the course learning outcomes for SLU courses approved for one of these attributes.

If it is not sufficiently clear that a transferred-in course meets the learning outcomes for an attribute—even if the SLU equivalent course has been approved for the attribute—the course will be transferred for general course credit without the attribute. If students would like such courses to count for attributes, they may petition the Associate Director of the Core: Equity and Global Identities by providing 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 the University Core student learning outcomes. For this reason, students *may not transfer in credit for this attribute.*

Appendix A: High-Impact Practices in the University 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 University 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 Seminar **plus** Cura Personalis 1: Self in 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: Self in Community; Cura Personalis 2: Self in Contemplation • 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 Ethics, and a Just 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 intentionally designed as such an educational experience

Appendix B: University 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 University 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 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 Seminar • Eloquentia Perfecta: Written and Visual Communication • Eloquentia Perfecta: Oral and Visual Communication • Eloquentia Perfecta: Writing Intensive • Collaborative Inquiry
Digital Technology	• Eloquentia Perfecta: Written and Visual Communication • Eloquentia Perfecta: Oral and Visual Communication
Leadership	• Ultimate Questions: Philosophy • Cura Personalis: Self in Contemplation • Collaborative Inquiry course
Professionalism/Work Ethic	• Ultimate Questions: Philosophy • Cura Personalis: Self in Community • Cura Personalis: Self in Contemplation • Cura Personalis: Self in the World

PROPOSAL: UNIVERSITY CORE	
Career Management	• Cura Personalis: Self in the World
Global / Intercultural Fluency	• Dignity, Ethics, and a Just Society course • Global Interdependence course • Identities in Context course • Reflection-in-Action

Appendix C: Second Baccalaureate Degree Core Alignment

SLU recognizes that second-degree students (those who have already earned a bachelor's degree at a regionally-accredited U.S. college or university or international equivalent) have already completed the Core/general education requirements of their bachelor's degree-granting institution. SLU's external accrediting body, the Higher Learning Commission, nonetheless requires that all SLU degrees demonstrate completion of a minimum of 30 credit hours of general education.

Students seeking a second baccalaureate degree will therefore be understood as having satisfied the University Core requirement upon completion (via transfer credit alignment or SLU credit) of 30 credit hours within the general disciplinary areas and categories listed below. Colleges and Schools will identify a transfer point person or persons to coordinate with the Office of the University Registrar on general education transfer alignment.

Second Baccalaureate Degree Core Requirements

Theological and Philosophical Foundations

- 3 credit hours: Theology or Religion
- 3 credit hours: Philosophy or Ethics

Eloquentia Perfecta

- 3 credit hours: Written Composition
- 3 credit hours: Oral Communication (or equivalent)
- 3 credit hours: Arts (Fine, Performing, Art History, etc.) (or equivalent)

Ways of Thinking

- 3 credit hours: Humanities
- 3 credit hours: Natural or Applied Science
- 3 credit hours: Social or Behavioral Science
- 3 credit hours: Quantitative Reasoning (Math / Statistics)
- 3 credit hours: Choice: Humanities **-or-** Social / Behavioral Science

Appendix D: Transitional Core Curricular Oversight Structure

Background:

In response to a call from SLU Colleges and Schools for a balanced, equitable curricular oversight structure that does not pose an undue faculty service burden, the UUCC recommends a structure with broad faculty representation from across our University. This structure will be revisited in 5 years and streamlined as needed.[3]

Recommended structure:

The Saint Louis University Core curriculum will be overseen by faculty members across all Colleges and Schools that offer undergraduate degrees—including SLU Madrid.

Associate Directors

All Core component areas will be overseen by Associate Directors of the Core. Faculty interested in serving as Associate Directors will apply for these positions. The choice among candidates will be made by the Director of the Core and the UUCC. All administrative positions related to the Core will have 3-year terms, with a review process for those seeking reappointment. Associate Directors will be in charge of working with faculty on developing and submitting Core courses for approval. Core courses will be reviewed for adoption into the University Core on a rolling basis.

Title	Qualifications	Component area details
Assoc. Director: Ignite 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 1000** **Teaching credit**: follows course instructor **Instructor training / qualification**: Determined by Assoc. Director / Core Director / UUCC in consultation with the School for Professional Studies and the Madrid Campus **Assessment / component modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC in consultation with the School for Professional Studies and the Madrid Campus
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 1500 / Self in Contemplation experience / CORE 3500 and "Reflection-in-Action" Core attribute** **Teaching credit:** follows course instructor **Instructor training / qualification:** Determined by Assoc. Director / Core Director / UUCC in consultation with the School for Professional Studies and the Madrid Campus **Assessment / component modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC in consultation with the School for Professional Studies and the Madrid Campus

[3] Comparative institutions with Core curricula use more or less streamlined models. See, for instance, Georgetown (https://provost.georgetown.edu/core-governance/); and Seattle University (https://drive.google.com/open?id=1sFxZO4McQb67L8JtX9oQhR2y1-U5D78P) for more streamlined approaches; see University of San Francisco for a larger structure (https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/usf-core-curriculum/advisory-committee)

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	**Ultimate Questions** **Teaching credit:** follows course instructor **Instructor training / qualification:** Determined by Assoc. Director / Core Director / UUCC in consultation with the Departments of Philosophy and Theology, the School for Professional Studies, and the Madrid Campus **Assessment / component modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC in consultation with the Departments of Philosophy and Theology, the School for Professional Studies, and the Madrid Campus
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 the Department of English, the School for Professional Studies, and the Madrid Campus **Assessment / course modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC in consultation with the Department of English, the School for Professional Studies, and the Madrid Campus
Assoc. Director: Eloquentia Perfecta: Oral and Visual Communication and Creative Expression	**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 or equivalent (x list: CORE 1950)** **Teaching credit:** follows course instructor **Instructor training / qualification:** Determined by Assoc. Director / Core Director / UUCC in consultation with the Departments of Communication and Fine and Performing Arts, the School for Professional Studies, and the Madrid Campus CMM and SPS and FPA **Assessment / course modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC in consultation with Departments of Communication and Fine and Performing Arts, the School for Professional Studies, and the Madrid Campus
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 in consultation with the School for Professional Studies and the Madrid Campus **Assessment / component modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC in consultation with the School for Professional Studies and the Madrid Campus

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 in consultation with the School for Professional Studies and the Madrid Campus **Assessment / component modifications:** Undertaken and approved by Assoc. Director / Core Director / UUCC in consultation with the School for Professional Studies and the Madrid Campus

Curricular subcommittees

To ensure that the Core delivers a unified intellectual experience across units, eight Core component curricular sub-committees will be populated by faculty from multiple colleges / schools and areas of expertise.[4] These sub-committees will be responsible for recommending courses and experiences for approval into the Core; interpreting and suggesting alterations to area component descriptions as component submissions illuminate need for clarification / revision; and advising the UUCC on faculty development for and assessment of Core areas.

These curricular sub-committees will meet monthly in the fall and spring of each academic year to review course submissions and make recommendations for approval. Sub-committees will also consult about faculty development for and assessment / revision of their respective component areas. Subcommittee minutes (including courses both recommended and not recommended) will be included in the full UUCC monthly meeting agenda for review and approval.

Courses and experiences recommended for approval by subcommittees will be presented for formal adoption by vote of the full UUCC. Once adopted, courses and experiences will be submitted to the Office of the University Registrar for inclusion in the Catalog as fulfilling Core requirements. Should the UUCC determine that a course or experience does not meet the necessary requirements for adoption into the University Core, the Associate Director of that sub-committee will follow up with the appropriate department and/or instructor with feedback for revision and resubmission.

The College of Arts & Sciences (CAS) will have seven elected / appointed divisional representatives to the UUCC who will also serve on subcommittees. All other Colleges or Schools will have both an elected / appointed UUCC representative who will also serve on a sub-committee and an additional elected / appointed representative who will serve only on a sub-committee.

[4] Due to its disciplinary makeup, the "Ways of Thinking" Core component area requires a differently constituted oversight structure.

Rotational representative structure

Curricular area (s)	**Chair**	**Rep 1 UUCC member from CAS**	**Rep 2 UUCC member non-CAS**	**Rep 3 not UUCC non-CAS**	**Additional UUCC member, as appropriate**	**Disciplinary experts, 0-2 as needed**	**Madrid liaison**
TERM of Service (staggered)	**3 year**	**3 year**	**3 year**	**3 year**	**3 year**	**2 year**	**Per Madrid policies**
Ignite Seminar	Assoc. Director: Ignite Seminar	CAS	Rotates	Rotates	Libraries rep	n/a	Per Madrid policies
Cura Personalis and Reflection-in-Action attribute	Assoc. Director: Cura Personalis	CAS	Rotates	Rotates	Student Dev. rep	n/a	Per Madrid policies
Theological and Philosophical Foundations	Assoc. Director: Theol & Phil Fndtns	CAS	Rotates	Rotates	Jesuit comm. rep	per CAS policies	Per Madrid policies
Eloquentia Perfecta (EP)—Written and Visual Communication & Writing Intensive attribute	Assoc. Director: EP—Writing	CAS	Rotates	Rotates		per CAS policies	Per Madrid policies
Eloquentia Perfecta (EP)—Oral and Visual Communication & Creative Expression	Assoc. Director: EP—Comm. and Creative Expression	CAS	Rotates	Rotates		per CAS policies	Per Madrid policies
Collaborative Inquiry Seminar	Assoc. Director: Collaborative Inquiry	CAS	Rotates	Rotates		n/a	Per Madrid policies
Equity and Global Identities attributes (IC, GI, DEJS)	Assoc. Director: Attributes	CAS	Rotates	Rotates		per CAS policies	Per Madrid policies
TERM of Service (staggered)	**3 year**	**2 year**	**2 year**	**2 year**	**2 year**	**2 year**	**Per Madrid policies**
Ways of Thinking	Core Director	CAS-Humanities (per CAS policies)	CAS-Natural Sciences (per CAS policies)	CAS-Social and Behavioral Sciences (per CAS policies)	Non-CAS (self-nomination per UUCC policies)	Non-CAS (self-nomination per UUCC policies)	Madrid liaison

Appendix E: 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—Ignite Seminar	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 and Visual Communication & Creative Expression	Ex-Officio	Three-year	No	Per UUCC policies
Associate Director of the Core—Collaborative Inquiry	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

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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

Appendix F: Saint Louis University Core Operating Budget

University Core in Overall University Budget

The costs of delivering courses for, providing student advising for, and other responsibilities for a University Core will continue to be covered in the overall University budget. There is a recognition that initial and periodic adjustments to the overall University budget may be needed due to the new University Core. If such adjustments are needed, budget alterations will be implemented through the normal budgeting process.

University Core Supplementary Budget

There is a recognition that new spending for implementation and continuing expenses associated with the new University Core is needed. The University Core supplementary budget (below) was developed by the UUCC and approved by the President to meet these needs. Again, there is a recognition that as the Core is implemented, periodic review and adjustments to this supplementary budget may be needed.

What follows is the approved annual budget covering additional spending for development, oversight, and delivery for the University Core.

Additional Personnel

Associate Directors of the Core (Seven (7) at $5000 / year plus 1 course reduction ($5000 to program), 3-year appointment):	2020-21	Pilot year 2021-22	Launch 2022-23	2023-24	2024-25	2025-26
$70,000 plus fringe = $81,025	$81,025	$81,025	$81,025	$81,025	$81,025	$81,025
Duties: The Associate Directors of the Core will work with the Director of the Core to administer discrete Core curricular areas. Associate Directors will guide for their assigned area: (1) working with programs across campus to adopt courses into the Core; (2) designing and implementing faculty development for the Core; (3) working with programs on scheduling for the Core; (4) determining and implementing changes to the Core as Core revision becomes apparent through Core assessment.						

PROPOSAL: UNIVERSITY CORE						
Core Postdoctoral Teaching Fellows Four (4) positions at $50,000 plus fringe, 3-year appointment	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
$200,000 plus fringe = $266,500	n/a	n/a	$266,500	$266,500	$266,500	$266,500
Duties: SLU's four Core Postdoctoral Teaching Fellows will teach 3 courses / semester. Teaching fellows will be recruited where departments / programs can demonstrate an inability to contribute to the Core without program-level undergraduate teaching support. Core Postdoctoral Teaching Fellows will teach a mix of program and Core courses. No budget is requested for the pilot year since it is anticipated that determining where the Core Postdoctoral Teaching Fellows are needed will not be evident until the launch year.						
Cura Personalis Stipends	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
$1000 per section if taught as an overload	n/a	$11,575	$43,985	$87,970	$131,955	$131,955
Duties: Instructors who teach Cura Personalis 1, 2, or 3 as an overload to their regular teaching assignments will receive $1000 plus fringe for each section taught. This budget assumes that a percentage of sections delivered in the Cura Personalis sequence will be part of instructors' regular teaching assignments. For example, an instructor might teach three sections of CP 1 to make up three hours of a regular teaching load. Because this is a sequence in the Core, with CP1 as a pre- or co-requisite for CP2, and CP1 and CP2 as pre- or co-requisites for CP3, the supplemental Core budget builds in an incremental increase in sections / funding.						
Adjunct Teaching Funds	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
$3500 per section	n/a		$135,428	$135,428	$135,428	$135,428
The Supplementary Budget builds in capacity for adjunct instructors where needed. These instructors will normally be deployed where SLU needs to build capacity in Core-specific courses and areas not currently required of all SLU students.						

Faculty Development[5]

Ignite Seminar Ignatian Pedagogy Training	2020-21	2021-22 Pilot	2022-23 Launch	2023-24	2024-25	2025-26
$500 stipend per instructor	n/a	$5,788	$40,513	$20,256	$20,256	$20,256
Instructors who wish to propose an Ignite Seminar will be required to attend a workshop on Ignatian Pedagogy. Hosted in conjunction with the Reinert Center for Transformative Teaching and Learning, these workshops will orient faculty members to the history and philosophy of Ignatian pedagogy, and will guide them in considering how to design their course to ensure that it makes this educational paradigm visible and accessible to students. Instructors will only be required to attend this training before their first time teaching an Ignite Seminar. The supplemental University Core budget plans for a small number of stipends in advance of the 2021-22 pilot year; a larger number in advance of the launch year; and then an ongoing budget line dedicated to bringing new instructors into this area of the Core.						

Collaborative Inquiry Course Development	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
$1500 stipend to develop new courses, an additional $1000 stipend after delivery of the course 3 times over 5 years by the instructor	n/a	n/a	$17,363	$105,750	$86,813	$69,450
All instructors who wish to propose a Collaborative Inquiry course will be eligible for a $1500 course development stipend. Instructors will also be supported in course development by the UUCC in conjunction with the Reinert Center. An additional $1000 will be available to instructors who teach this seminar three times over five academic years. The supplemental University Core budget plans for a small number of stipends in advance of our launch year (when SLU anticipates piloting the Collaborative Inquiry component); a large number in advance of second year, and a steady ongoing budget line to continue bringing new instructors into this area of the Core and to recognize instructors who have taught their developed course three times over five years.						

[5] Please see page 3 for Statement of Support from the Reinert Center for Transformative Teaching and Learning.

Co-Curricular Funds

Cura Personalis course support	2020-21	2021-22 Pilot	2022-23 Launch	2023-24	2024-25	2025-26
$80,000 / year [$10,000 in 2021-22 / pilot year]	n/a	$10,000	$80,000	$80,000	$80,000	$80,000
The Cura Personalis sequence in the University Core invites creativity and flexibility in course delivery. This unrestricted fund pool will be used to assist faculty in developing their own versions of courses and experiences within this Core sequence, including both on- and off-campus student activities, events, and possible peer instructors / mentors. Since Cura Personalis 1: Self in Community will be part of SLU's pilot year, the budget allocates some co-curricular funds in 2021-22; this amount increases to its steady state in 2022-23.						
Reinert Center support	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
$18,000 / year	n/a	$16,500	$18,000	$18,000	$18,000	$18,000
SLU's Reinert Center will play a central role in helping faculty design and deliver courses for our University Core. The supplemental Core budget recognizes and welcomes this partnership with dedicated funds to assist the Reinert Center with Core-related staffing and operating expenses.						
Assessment support	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
$15,000 / year	n/a	$15,000	$15,000	$15,000	$15,000	$15,000
The UUCC anticipates offering $500 stipends to faculty who volunteer to assist with end-of-year assessment of student artifacts to gauge student achievement of Core Student Learning Outcomes. Beyond this small budget line, the UUCC will advocate for an additional full-time staff position in the Office of University Assessment to offset the new demands Core assessment will make on this unit.						
Continuing University Core Office Operating Expenses	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	$88,737	$88,737	$88,737	$88,737	$88,737	$88,737
The current office operating expenses include administrative support, director's stipend, honoraria, travel, professional development, and supplies required to operate the University Core office. These expenses are built into the supplemental budget.						
Total Operating Expenses for University Core Supplementary Budget	2020-21	2021-22 Pilot year	2022-23 Launch	2023-24	2024-25	2025-26
	$169,762	$228,624	$786,549	$898,665	$923,713	$906,350

Appendix G: University 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 University 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 University 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 University Core.

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

Appendix H: University Core Proposal Development Timeline (2018 – 2022)

SPRING 2018	
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 University 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 AAC&U 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
FALL 2018	
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 University 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 University 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]

PROPOSAL: UNIVERSITY CORE	
SPRING 2019	
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 AAC&U 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 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: o Listening sessions o "Core Prototypes" Qualtrics Survey (823 individual responses) o 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 University Core Proposal to be submitted to the SLU community in early Fall 2019
FALL 2019	
October 1, 2019	UUCC presents University Core Proposal to the SLU community—in both St. Louis and Madrid
November 15, 2019	Deadline for questions, comments and requests from all Colleges / Schools that deliver undergraduate programs
November – December 2019	UUCC reviews all official responses from Colleges / Schools that deliver undergraduate programs, as well as unofficial responses from other units, including University Advising, SLU's English as a Second Language Program, Student Development, Enrollment Management, and letters from current SLU students, both undergraduate and graduate UUCC works with University community to clarify questions and resolve concerns raised by the above groups
SPRING 2020	

PROPOSAL: UNIVERSITY CORE	
January 31, 2020	UUCC submits final University Core Proposal to SLU community
March 20, 2020	Deadline for all Colleges / Schools that deliver undergraduate programs to have held a YES / NO vote adopting the Proposed University Core
[Timeline below assumes University-wide adoption of Core Proposal]	
April 1, 2020	UUCC issues open call for self-nominations: Associate Director of the Core positions (see Appendix D)
April 1, 2020	UUCC issues call for Colleges / Schools to structure mechanisms to fill UUCC and UUCC-subcommittee slots for Academic Year 2020-21 (see Appendix D)
May 1, 2020	Deadline for self-nominations for Associate Director of the Core positions (see Appendix D)
SUMMER 2020	
July 1, 2020	Associate Directors of the Core start date
June – August 2020	UUCC designs Pilot for FA21 (including recruitment of faculty, design of student population for inclusion, assessment plan, collaboration with Reinert Center for Ignite Seminar training) UUCC works with Registrar to make sure Core course submission forms and procedures are in place for Fall 2020 Associate Directors of the Core begin outreach to deans and department chairs to work on how to bring faculty members and courses into Core component areas
August 15, 2020	Existing UUCC structure dissolves

PROPOSAL: UNIVERSITY CORE	
FALL 2020	
August 26, 2020	New UUCC structure in place
September – December 2020	UUCC invites submissions for both new and existing courses to be considered for inclusion in the University Core UUCC Associate Directors continue outreach to Colleges / Schools to work on developing Core courses and experiences, including Eloquentia Perfecta: Oral and Visual Communication, Cura Personalis 1, 2 and 3, and Reflection-in-Action Faculty outreach and development begins with focus on the Pilot Year (2021-22), in partnership with the SLU Reinert Center for Transformative Teaching and Learning Instructors are identified who will offer courses to be included in the University Core Pilot (Fall 2021) UUCC works with Office of the University Registrar on articulation agreements and procedures for expediting Core Transfer for first baccalaureate degree-seeking students UUCC begins work on Core advising and marketing materials (in partnership with University Advising, Enrollment and Retention, the 1818 program, and SLU Marketing and Communication) UUCC finalizes Assessment Plan (drafted Fall 2019) for University Core
SPRING 2021	
January – May 2021	Faculty development continues: Faculty are invited to begin working with the UUCC and the Reinert Center to design Core components. Priority will be Ignite Seminars and Cura Personalis 1: Self in Community (Core components included in the Fall 2021 pilot) but instructors are also invited to begin developing other Core components, including Cura Personalis 2-3, Reflection-in-Action experiences, and Collaborative Inquiry seminars UUCC continues work of reviewing both new and existing courses submitted for inclusion into the University Core UUCC works with the Office of the University Registrar to finalize plans for Pilot Year (2021-22) and continues work on articulation agreements and procedures for expediting Core Transfer for first baccalaureate degree-seeking students Outreach continues to faculty across University to assist in developing courses / experiences to be brought into the Core UUCC reviews Assessment plan and continues to work with Office of the University Registrar on articulation agreements and procedures for expediting Core Transfer for first baccalaureate degree-seeking students

PROPOSAL: UNIVERSITY CORE	
SUMMER 2021	
	UUCC partners with Reinert Center to host Ignite Seminar / Ignatian Pedagogy course development workshops—with priority registration reserved for instructors participating in the Pilot year UUCC partners with Reinert Center to host Cura Personalis component development workshops—with priority registration reserved for instructors participating in the Pilot year Assessment plan for Pilot (Fall 2021) finalized
FALL 2021	**Higher Learning Commission site visit: November 2020**
August – December 2021	Pilot Year: Ignite Seminar and Cura Personalis 1: Self in Community (anticipated pilot size: 10 sections of both Ignite seminar and Cura Personalis 1, with approximately 250 students participating) UUCC continues work of reviewing both new and existing courses submitted for inclusion into the University Core Outreach continues to faculty across University to assist in developing / adapting courses / experiences to be brought into the University Core Writing Across the Curriculum work begins; faculty from across the University assisted in developing Writing Intensive courses that meet both Program and Core requirements UUCC continues to work with Office of the University Registrar on articulation agreements and procedures for expediting University Core Transfer for first baccalaureate degree-seeking students
SPRING 2022	
January – May 2022	UUCC assesses Pilot semester and uses this data to consider modifications to Ignite Seminar and Cura Personalis 1: Self in Community UUCC partners with Reinert Center to host Collaborative Inquiry course development workshops (possible pilot in FA22) UUCC continues work of reviewing both new and existing courses submitted for inclusion into the University Core Writing Across the Curriculum work continues; faculty from across the University assisted in developing Writing Intensive courses that meet both Program and Core requirements
FALL 2022	
August – December 2022	University Core roll-out for all incoming students