

**(SECOND) FINAL REPORT OF THE CORE
CURRICULUM FINALIZATION COMMITTEE
(CCFC)**

(no...seriously, we hope this *IS* the final report)

24 November 2015

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1. Results of Reconciliation, Round 2: 49 different degree programs reporting; 21/49 prefer A; 19/49 prefer B; 9/49 have no preference.

2. The following recommendations from Round 1 should be retained:

- A.** No limits on the number of courses that are allowed to incorporate integrative themes.
- B.** Minimum number of courses required in the Core (the “floor” of the core): 13 courses.
- C.** F1 (Reading, Writing, & Research Across the Curriculum) and F2 (Critical Thinking) will be Core Program Requirements. This means that the program requirements for all bachelor’s degree-granting undergraduate programs must add F1 and F2 to their existing program requirements. Many, if not most, programs already have a course required in the program that has been approved for these outcomes.
- D.** F5 outcomes (Personal Spiritual Development) should be ‘grouped’ with Objective C of the Core (Meaning and Value), since these outcomes do clearly explore issues of meaning and value.
- E.** PHL/RELS elective is restored. All students will be required to take PHL 1000 (Introduction to Philosophy) and one 2000-level RELS course. In addition, students must choose between the following options: a PHL course that has been approved as examining and assessing specific Philosophical Knowledge Learning Outcomes in depth **OR** a RELS course that has been approved as examining and assessing a specific Religious Knowledge Learning Outcome in depth.¹
- F.** The following two accelerated programs will only be required to complete 9 hours in Objective 5: BS/DDS in Biology and BA/DDS in Chemistry. By definition, these programs are not standard undergraduate degree programs, since they combine an undergraduate

¹ On August 24, 2015, the departments of Philosophy and Religious Studies reached an agreement with the MFAEC that the following courses, which had already been approved for the original PHL and RELS learning outcomes, would now count as meeting specified PHL or RELS learning outcomes in depth:

PHL 3010	PHL 3030	PHL 3080	CAS 3000/RELS 4320/HIS 3090		
PHL 3081	PHL 3120	PHL 4060	RELS 3061	RELS 4140	RELS 4141
PHL 4091	PHL 4240		RELS 4440	RELS 3060	

Both departments listed for the MFAEC the original outcomes that are explored in depth in the above courses. Both departments plan to submit additional courses for approval as ‘depth’ electives in our respective disciplines. All future proposals will specify which original PHL/RELS learning outcomes are examined in depth, as well as state course-specific learning outcomes illustrating how depth is to be achieved.

degree with post-baccalaureate education in Dentistry. For this reason, and in light of the existing demands of these programs, there are principled grounds for allowing this reduced number of credit hours.

- G. Architectural Engineering:** the CCFC recommends that students in this program be allowed to do the following for Objective 5: 2 courses from 5C (both are Architectural History courses), one course from 5D (that is, either an F3 or an F4 course), and one course from 5A or 5B. Readers are referred to the report from Alan Hoback in Architectural Engineering. Students in this program can complete 12 hours in Objective 5; they simply need to be able to arrange those hours as indicated above.

3. CCFC Recommended Core: Option B (page 7)

4. Explanations, Justifications, and Additional Recommendations: In light of the slightly greater number of programs who express a preference for Option A (21/49, compared to 19/49 who prefer B), the CCFC recognizes the need to justify its recommendation of B over A.

- Only one set of programs (the four Education programs) said that they could not accommodate Option B, but even this was expressed as “it doesn’t look like Option B would work for us...it does look like A is a much better choice for us.” On the other hand, both the School of Architecture and the College of Health Professions reported that they cannot accommodate Option A.
- Both the F3 and the F4 outcomes were approved as separate sets of learning outcomes that we believe our students should meet. Option B better reflects this fact than Option A does. If F3 and F4 are *separate* requirements that must *both* be fulfilled, then a greater number of students are exposed to “more of the Core,” where “the Core” refers to the original set of learning outcomes outlined in the CCTF final report, approved by the MFA. It does not require what might seem like an arbitrary decision that students only need to do one or the other of these sets of learning outcomes. It also reflects our continually developing understanding of the importance of human difference and cultural diversity in modern higher education.

- The most significant concern with Option B was whether or not there would be additional courses in Objectives 4 and 5 (history, literature, and fine arts) that would meet F4 (the Human Difference outcomes), in order that students' progress through the curriculum would not be hampered and students could graduate in 4 years. At the moment, there are 7 courses that incorporate the integrative themes in the ways that are needed: HIS 2900, HIS 3480, MUS 2090, PHL 3081, RELS 2180, RELS 4140, and RELS 4141. The new core is scheduled to go into effect for the freshmen class in the fall of 2017. ***That means that we have over a year to approve additional courses that meet Objectives 4 and 5A-5C AND F4. This is by no means an unsolvable 'problem.'*** Actually approving Option B as the new Core will provide additional motivation to do the work necessary to solve it.
- As an example, the Department of Philosophy is planning to submit the following courses for F4: PHL 3010: Social/Political Philosophy; PHL 3120: Contemporary Moral Problems; PHL 3650: African Philosophy and Culture, which (if approved) will increase the list of courses from 7 to 10. It is reasonable to think that the departments of History, English, Performing Arts, and Religious Studies may have similar plans, although no department should "twist" a course to meet a set of learning outcomes that it really doesn't meet, simply because there is a particular programmatic need for it.
- **F5 courses:** there has been some discussion as to whether or not an academic experience other than a course could be used to meet F5, and the main concern has been whether such experiences have enough of a course-type structure to meet the F5 outcomes in a way that can be assessed. However, it appears that the required co-op courses in Engineering and Architecture may adequately address this concern, and these are the programs for which F5 is an issue. The CCFC strongly recommends that (1) both Engineering and Architecture meet with Fr. Si Hendry and Fr. Tim Hipskind to discuss how those courses could integrate the F5 outcomes, and (2) that course proposals be submitted to achieve this end. Again, we note that actually approving Option B as the new core will provide both the impetus and the timeline for accomplishing this goal.
- **Transfer students:** Three members of the CCFC and the President of the MFA met with Carolyn Rimle (of the transfer team) and Diane Praet on November 11. The main issue for transfer

students with the new core is the F outcomes. It may turn out that some of these could only be completed at UDM. However, insofar as (nearly) the entire list of courses that are approved for the core is being replaced, there is a sense in which the entire new core is an issue. For example, UDM provides transfer guides to students that tell them which courses to take at WC3, OCC, and HFCC that are equivalent to UDM courses. All of those transfer guides will have to be updated, as well as the existing database of course equivalencies from all institutions. A major factor in updating the transfer guides and the database is that the transfer team did not have the most current list of courses that have been approved for the new core. They do now, which enables them to get to work on determining equivalencies. And, of course, certain equivalencies will still stand, such as those for CST 1010, ENL 1310, PHL 1000, and MTH 1010. However, given that the transfer team is understaffed at the moment, and that the necessary updates will be time-consuming, **the CCFC recommends a three year moratorium on instituting the new core for transfer students:** only students transferring into UDM from the Fall of 2020 forward will be held to the new core requirements. The Chair of the CCFC has suggested to the transfer team that we examine the catalogs of every institution for which we have a transfer guide to determine which courses meet a given set of learning outcomes, and she has volunteered to assist with this work, even though she is not a member of the CCC.

- The CCFC also recommends that if a course at another institution has been deemed equivalent to a UDM course that meets a certain set of learning outcomes, the course being transferred in to UDM should be given the appropriate core attribute. For example, PYC 2750 (Human Sexuality) has been approved for F4. If a student wants to transfer a PYC course from WC3 that has been deemed to be equivalent to UDM's PYC 2750, then the WC3 course should receive the F4 attribute. And once again, we note that actually approving Option B as the new core will provide both the impetus and the timeline for accomplishing this goal.
- **The need for possible exemptions from Option B:** Other than the exemption noted above for Architectural Engineering and the two accelerated DDS programs, the CCFC does not at this time recommend any other exceptions or exemptions from Option B. Instead, we recommend that any program with concerns about its ability to complete Option B should meet with the appropriate humanities departments (PHL, RELS, HIS, ENL, and Performing Arts) to see what

creative solutions might be possible between now and February 2017. If **additional courses meeting these needs are not approved by February 2017**, and a program requests an exemption from 5D allowing it to do *either* an F3 *or* an F4, that program must provide a compelling justification to the CCC in support of the requested exemption. One possibility might be to allow the program to do Option A instead. In effect, then, our response to programs with concerns about Option B is to see whether additions to the pool of approved courses will solve the problem. If the problem still remains in February 2017, then the program should discuss the issue with the CCC.

Respectfully submitted,

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Chair, Core Curriculum Finalization Committee

CCFC Recommended Core

Core Objective	Option B
Objective 1: Communication Skills	6
1A. Oral Communication: CST 1010	3
1B. Written Communication: ENL 1310	3
Objective 2: Mathematical Knowledge	6
2A. Quantitative Reasoning (a.k.a. A3)	3
2B. Statistical Reasoning (a.k.a. B3)	3
Objective 3: Scientific Knowledge	6
3A: Social Science (a.k.a. B2)	3
3B: Natural Science (a.k.a. B1)	3
3C: Natural/Social Science Elective	none
Objective 4: Meaning and Value	9-12
4A: PHL 1000 (a.k.a. C1)	3
4B: one 2000-level RELS course (a.k.a. C2)	3
4C: PHL/RELS elective	3
4D: Spiritual Development (a.k.a. F5) [may also be fulfilled by another Core or Program course that integrates this requirement]*	0-3
Objective 5: Diverse Human Experience	9-15
5A: Historical Experience (a.k.a. D1)	3
5B: Literary Experience (a.k.a. D2)	3
5C: Aesthetic Experience (a.k.a. D3)	3
5D: Comparative Experience (a.k.a. F3-F4) [may also be fulfilled by another Core or Program course that integrates this requirement]*	0-6 (F3 • F4)
Objective 6: Ethics and Social Responsibility	3-6
6A: Ethics (a.k.a. E1)	3
6B: Spirituality & Social Justice (a.k.a. F6) [may also be fulfilled by another Core or Program course that integrates this requirement]*	0-3
Number of Total Credit Hours	39-51

* When these requirements are integrated into other Core or Program courses, then they add 0 credit hours to the core; when they are not integrated but are met by stand-alone courses, they add 3-6 credit hours to the core. *