

**HNS COLLEGE ASSEMBLY**  
**February 19, 2009**  
**Minutes**

**I. Call to Order**

The College Assembly was called to order by Dean Jo Ann Cruz at 12:30 p.m. on Thursday, February 19, 2009 in Room 332 of Bobet Hall. Attended: Adams, B. Anderson, Bell, Bernardi, Biguenet, Blundell, Bourgeois, Butler, Cahill, Calzada, Clark, Collidge, Cotton, Doll, Dorn, Fernandez, Gerlich, Goforth, Hauber, Herbert, Hood, Hrebik, Hymel, Kargol, Koplitz, Kornovich, Lewis, Li, Mabe, McCay, McCormack, McHugh, Moazami, Moore, Mui (proxy to Sebastian), Nicoll, Nielsen, Rodriguez, Rosenbecker, Salmon, Schwartz, Sebastian, Sexton, Smith, Spence, Tucci, Underwood, Walkenhorst, Wee, Wessinger, Willems, Yakich, Zuniga, and members of the Dean' Office: Favret, Goldman, and Associate Dean Hunt.

**II. Invocation**

Rev. Leo J. Nicoll, S.J., led the invocation.

**III. Approval of Minutes**

The minutes of January 22, 2009 were accepted as changed, to delete "an unacceptable nearly 25% loss."

**IV. Announcements**

- 1) Dean Cruz announced that Dr. Marcus Smith has agreed to serve as interim parliamentarian so that the position is occupied by a member of the college; he replaced Dr. Roger White, who graciously accepted the change.
- 2) Dean Cruz repeated the call for nominations for awards in the categories of excellence in teaching, advising, research, or community service. Completed nomination packets are due in the Dean's Office by March 31.
- 3) Ms. Terrell Fischer, Assistant Vice President of Marketing, gave a presentation of the staff, services and available resources for promotional materials, including design, production, logos, style manuals, newsletter template, publicity request forms, and alumnae lists. She said that while services are free, departments would pay for printing, postage and ad costs. She highlighted the updated media guide to experts and the media spokesperson for the university. She described the website redesign in progress, with student recruitment its main target. She introduced Ms. Annie Goldman as the college's point person. Dr. Sara Butler questioned the new web format locating "Successes" in individual departments, saying that smaller departments might appear weak, whereas moving the focal point to the college would appear strong overall. Ms. Fischer responded that consideration could be given to grouping successes under Humanities and Sciences rather than each department. Dr. Mark Fernandez asked whether the new design would allow content for students and resources developed in many departments after investments in the 1990s. Ms. Fischer replied that having a "Student Resources" page could be considered for each department.
- 4) College Planning Team Election (CPT) was announced by Dean Cruz. She said that the election process for the new team will be coordinated by Dr. Joseph Berendzen using *surveymonkey*. She said that faculty may decline to serve on CPT; however, she emphasized that faculty should not opt out of *surveymonkey* because it will be used for future issues.

## V. Old Business

Parental Leave Policy – Dr. Mary McCay presented a proposed revision to the leave policy (attached). She explained that following her request to have the lawyers expand maternity policy wording to include paternal leave, they limited the policy to cover full-time faculty only. She said she has been seeking to restore coverage to those eliminated by the lawyers. Additionally, Dr. Lynn Koplitz observed that the policy's six-month waiting period could prove a disadvantage to new hires. MOTION: Dr. Koplitz moved that the college ask for removal of the six-month requirement. Dr. Maria Calzada seconded the motion. The motion passed by voice vote. The request will be taken to the next level. Dr. Connie Rodriguez raised the issue of reduced leave in the revised staff policy. Dr. Mark Fernandez said that the group's consensus should be taken to the handbook committee and the assembly should think of a response on behalf of the staff. Dean Cruz said that she will convey the motion.

## VI. Reports

Common (Core) Curriculum Review Task Force (CCRTF) – Dean Cruz prefaced her introduction of Dr. Alice Clark by saying that faculty responses should be given to the task force, as they are attempting to collect as much as possible to deliver to the Board.

Dr. Clark presented the document, "Core Curriculum Revision Committee, 17 February 2009, Working Document," (attached) which was distributed to faculty via email and made available at the assembly. She said that the College of HNS has 9 members on the 23-member core revision task force as listed on the document and the invited feedback could be provided anonymously through the college. She explained that the task force began its core review at a basic level, with the University's mission as its starting point for curriculum development. She said the task force hoped to develop an ideal and modify from there.

Dr. Clark gave May 2009 as their timetable to present a concrete proposal with budgetary implications to the Provost and to be "at the table" for the strategic planning process currently going on in UPT. She said that proposals in disciplines should come from their respective departments. She said that the task force proposes lab experiences for every student and additional seminars in 2<sup>nd</sup> and 3<sup>rd</sup> years; advanced core curriculum courses could be reworked into seminars; revisions and incremental changes open up doors. She cited developments by science faculty as a model.

Dr. Clark clarified points in response to questions: the 2002 program review of Common Curriculum was consulted, the proposed core hours would necessitate adjustments to some programs, and reflection was given to "Goals and Outcomes of Undergraduate Education," the document circulated in Fall 2007 for the town hall meeting. She explained that she refers to "core curriculum in part to allow a mental distinction between what we're considering and the Common Curriculum as it exists now." She said she knows that it is not possible for students in a number of programs to complete the hours listed in the working document and that adjustments will have to be made.

Dr. Sara Butler stated that one pre-modern seminar should be required. Fr. Leo Nicoll questioned CCRTF's rationale for starting over rather than identifying and fixing a specific problem. Dr. Clark explained that they took the approach from the American Association of Colleges and Universities, which has curriculum development begin with the mission that may or may not lead to the same curriculum as previously offered. Dr. Calzada mentioned QEP. Dr. John Biguenet recalled that a review of general education was too large for QEP and the task force established was interrupted by Katrina. Dr. William Walkenhorst asked about Religious Studies. Dr. Clark responded that the point is to require one Christianity course and one course in other religions.

Dr. John Sebastian suggested reinvestigation of some categories. Dr. Clark agreed and said that, for example, some can't have New Orleans based seminars. Dr. Mark Fernandez reported that as a committee alternate, he attended one CCRTF meeting and observed the difficulties they face; he said he thanks them for doing a favor for all and views not only costs, but also benefits toward

retention if done well. A student representative suggested the option of an additional religion course outside of her familiar Catholic, Christian background, rather than a required course in Christianity. Dr. Lynn Koplitz mentioned high-level students who need challenging courses if they are to remain at Loyola. Dr. Boyd Blundell observed that Honors students don't have to take Common Curriculum courses. Fr. Robert Gerlich commented that the way the revision under consideration was done was problematic. As time to end the assembly was near, Dean Cruz closed discussion; she scheduled it to resume at the March assembly. She then proposed having a panel comprised of the college's task force members.

#### **VII. New Business**

Honor Code – Dean Cruz briefly opened the subject of an honor code and its placement. Several faculty members responded that SGA currently has a draft for presentation to the Faculty Senate. She and assembly members agreed that the college should have a look at it.

#### **VIII. Adjourn**

The meeting was adjourned at 1:50 p.m.

Attachments

Re-draft per meeting 2/16/09:

### Paid Parental and Maternity Leave for Full-time Faculty

Full-time faculty members who have been with the University for at least six months will be eligible for eight weeks paid parental leave (or 16 weeks at half pay). Parental leave will begin, at such time as may be determined by the University and the full-time faculty member, but such leave must commence and conclude within a 12-month period.

Because parental leave is foreseeable, faculty must ordinarily provide at least 30 days advance notice, and must arrange details of the leave with his or her department and dean. Paid parental or maternity leave will run concurrent with FMLA leave entitlement if the faculty member is entitled to FMLA leave.

**Deleted:** upon birth or adoption of a child, or the assignment of a foster child

**Deleted:** upon birth or adoption of a child, or the placement of the child, or

**Deleted:** Leave for a full-time faculty member incapacitated due to pregnancy or childbirth may commence prior to birth of the child. Additionally, with the concurrence of the department chair, dean, and Provost, leave under this paragraph may commence prior to birth, adoption, or placement of the child.

***Paid Parental and Maternity Leave for Full-time Faculty***

Full-time faculty who have been with the University for at least six months will be eligible for eight weeks paid parental leave (or 16 weeks at half pay) upon birth or adoption of a child, or the assignment of a foster child. Parental leave will begin upon birth or adoption of a child, or the placement of the child. Leave for a full-time faculty member incapacitated due to pregnancy or childbirth may commence prior to birth of the child.

Because parental leave is foreseeable, faculty must ordinarily provide at least 30 days advance notice, and must arrange details of the leave with his or her department and dean. Paid parental or maternity leave will run concurrent with FMLA leave entitlement if the faculty member is entitled to FMLA leave.

**Approved by Board of Trustees, December 12, 2008**

Core Curriculum Revision Committee—17 February 2009  
Working document

The core revision task force currently has a total of 23 members, consisting of faculty from all colleges and the library, as well as two students, the dean of the College of Humanities and Natural Sciences, and the provost, who does not actively serve on the committee.

Our discussions during the last couple of years have gone in several different directions, concerning the current Common Curriculum, the mission of the University and its ramifications, and recent trends in higher education. Through subcommittee work and full-committee discussion, and consulting formally and especially informally with the wider campus community, we have attempted to get a sense of what we want our graduates to become and what we feel the goals and outcomes of a Loyola education today should be. More recently, we have tried to build on those insights to create a core curriculum that can help students begin to achieve those goals. Throughout, we have sought to take account of our past without being bound to recreating it.

This is not an easy process, given the constant intersections of vested interests and conflicting concerns and varying views of what our mission and the obligations we owe to our students mean in practice. The current working document is very much a work in progress, and a compromise, which means that it probably does not in its entirety match any single member's vision, but perhaps it begins to approach the best balance we can create at the present moment.

I firmly believe that, however much we may disagree, every member of the committee is deeply committed to the University and its mission and believes in the importance of the core curriculum as a central part of the University's work. We have all worked hard and will continue to do so, to create a core curriculum that can serve where our community is now and help prepare our students for the future.

What follows is a list of courses and course areas that have received support from a majority of the committee in straw polls taken between December and February. It is not yet a real curricular model, though it is beginning to approach one, which is why we are asking the colleges for advice beyond the informal consultation that in many cases has been going on for some time. There are still areas of disagreement: a significant minority would like to see more representation of the social sciences, for instance, while many on the committee have pointed out that what is listed here is far more than can practically be completed by students in credit-heavy major programs.

Following that list are four appendices with proposals from individual units. These are not the only proposals or statements we have received, but they are among the most recent, and the ones that have most influenced our curricular planning. They do not in every respect represent current thought on the part of the committee, or even the unit that made the proposal, but they can provide useful background.

We would appreciate hearing from the campus community. Please feel free to contact any member of the committee. Thank you for your thoughtful input into this important process.

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Seminars (any appropriate discipline): themes are provisional and still under discussion (100% in favor of seminars in principle; 88% in favor of provisional themes)

- First year: Thinking Critically, Acting Justly (probably focused in some way on New Orleans)
- Second year: The Catholic Tradition
- Third year: Global Awareness

Philosophy (94% in favor of these two courses):

- Philosophy of the Human Person
- Foundations of Knowledge

Religious Studies (100% in favor of these two course options):

- Religions and the World or Christianity and Society
- Advanced Christianity or World Religions

Ethics (foundational ethics taught by faculty in Philosophy and/or Religious Studies; can be fulfilled by a practical ethics course taught in another area at the discretion of the Departments of Philosophy and Religious Studies (95% in favor)

History (88% in favor of two history courses, one of which will be regional and/or thematic in nature; discussion is ongoing and course titles and descriptions may change):

- The Emerging World
- Engaging a Modern World

English (65% in favor of these two courses):

- Argumentative Writing
- Writing about Literature (may be taught by Languages and Cultures faculty at the discretion of the English Department)

Math and Science:

- Math (focus on applied statistics, possibly linked with science course) (100% in favor)
- Science: two courses plus one-credit lab (63% in favor; 100% in favor of at least one course with lab component)
  - The Scientific Process (round-robin format)
  - Science in Context
  - Engaging in Science (1-credit laboratory experience; can be attached to either of the above courses or as stand-alone course, depending on topic)

Social Sciences: one course (Communications, Economics, Political Science, Sociology) (63% in favor) (a two-course proposal from the College of Social Sciences received 45% in favor; a separate proposal for an additional course in media literacy also received 45% in favor)

Fine Arts: one course (Drama, Music, Visual Arts) (75% in favor)

Foreign Language: required through 201 level (second-year study or intermediate level) (69% in favor)

Other requirements (to be filled in either core or major courses):

- Service learning course (94% in favor)
- Writing-intensive courses (2) (71% in favor)
- Diversity in the U.S. (race, class, ethnicity, gender and/or sexuality) (88% in favor)
- Catholic Studies (loosely defined) (82% in favor)

The committee acknowledges that adjustments will have to be made for some programs at a later date; this will have to be worked out on a case-by-case basis. (81% in favor)

Appendices: proposals from individual colleges, divisions, and departments that have most significantly fed into recent committee discussions

**Appendix 1: Proposal from English (Kate Adams), History (David Moore), Philosophy (Mark Gossiaux) and Religious Studies (Boyd Blundell) (November 2008)**

Given that the university has adopted the following vision statement:

“As a Catholic, Jesuit university, Loyola University New Orleans is an academic community dedicated to the education of the whole person. By thinking critically, acting justly students are to embody the Ignatian ideals of faith, truth, justice, and service. To meet these goals, the university will strive to become an increasingly selective university with outstanding liberal arts, professional, and graduate programs grounded in intellectual rigor and reflecting the more than 450 years of the Ignatian tradition” (Adopted by UPT 10/5/08).

The humanities departments in the College of Humanities and Natural Sciences propose the following plan for revision of the Common Curriculum as a response to current proposals under consideration by the Common Curriculum Review Task Force. We do this in an effort to be true to the above mentioned vision statement’s commitment to the Jesuit Catholic tradition, with its emphasis on the centrality of the liberal arts. We also offer this alternative because we see it as a better way of answering Dr. Kvet’s charge to the CC Review Task Force to attend to the “first touch” aspects of the common curriculum and the current synergy revolving around efforts to offer freshman seminars and expand these seminars into the sophomore and, perhaps, even junior year. We also submit this more structured curriculum proposal because we see the need to provide all Loyola students, not just those in BA or BS programs, with a truly common curriculum that underlines our mission and values.

The proposed curriculum consists of three parts:

- 1) a central Jesuit Liberal Arts Core designed for underclassmen;
- 2) a General Education Core designed for underclassmen;
- 3) “Commons” comprised of freshman, sophomore, and junior seminars on thematic topics.

**I. The Central Jesuit Liberal Arts Core**

If Loyola’s Vision Statement, along with its QEP, *Thinking Critically, Acting Justly*, are to serve as the organizing principle of a Loyola education, then it is the core disciplines of the liberal arts, namely, literature, history, philosophy, and religious studies, that will provide the foundation for the common curriculum, as these humanistic disciplines most distinctively are oriented towards the education of the whole person.

The Central Jesuit Liberal Arts Core will consist of those classes that address directly the Jesuit mission. The core requirements will have a total of 27 hours, which include 6 hours of English, 6 hours of History, 6 hours of Philosophy, 6 hours of Religious Studies, and 3 hours of an “Ethics and Values” course to be taken either in Philosophy or in Religious Studies. This Core will be required for ALL major programs with exemptions provided only when a department or college can demonstrate to the Common Curriculum Committee and to SCAP that the requirements will cause accreditation problems. The Jesuit Liberal Arts Core is designed primarily for underclassmen, and all of its courses will aim at promoting the Jesuit mission of cultivating the intellectual, moral, and spiritual development of our students.

How will each of the four disciplines fulfill the mission of the Jesuit Liberal Arts Core?

**PHILOSOPHY AND RELIGIOUS STUDIES**

**PHILOSOPHY**

Loyola’s QEP, *Thinking Critically, Acting Justly*, is able to provide a foundation for the Jesuit Liberal Arts Core, since it is an expression of the Jesuit ideal of educating the whole person. Philosophy courses aim at deepening the intellectual development of the student by engaging him/her in a serious reflection on, and inquiry into, the concepts and presuppositions that form the basis of human existence. Philosophy also strives to inculcate habits of logical thinking, developing the student’s critical reading and writing skills. Finally, it seeks to cultivate the moral development of the student, one that is based on an inquiry concerning the meaning of justice, the nature of a good human life, as well as the moral responsibility that humans have for others.



To serve the central mission of Jesuit education, the Philosophy Department proposes the following core courses:

### **PHIL I—Philosophy of the Human Person**

This course is designed as a freshman course to introduce students to some of the most basic issues regarding human existence (e.g., the nature of the self, freedom and responsibility; the relationship between the self and the other; the relationship between mind and body; and the relationship between feeling and reason). The systematic focus on these questions is intended to guide students to reflect upon the meaning and purpose of human life.

### **PHIL II—Foundations of Knowledge**

Philosophy courses that fall under this rubric will examine fundamental questions about the relationship between the human subject as knower, and the world of objects known. In these courses students will learn to “think critically” by investigating the *foundations* of knowledge and the *nature* of truth. Students will explore, for example, theories about the relationship between knowledge and reality; the nature of scientific knowledge and principles used to acquire it (inductive reasoning, observation, causation, etc.); religious beliefs with respect to the truth it discloses; the reasoning process underlying ethical and political discourse, etc.

### RELIGIOUS STUDIES

Taking its cue from Loyola’s mission and the broader Jesuit statements on education, the Department of Religious Studies emphasizes *religious literacy* in its education of men and women for others. There are two components of this: 1) the understanding of the Christian tradition that has shaped the society in which we live, and 2) an understanding of the religions of the world necessary to become an educated participant in a pluralistic and globalized society. In order to strike the balance between student development and student choice, and in recognition of the varying religious backgrounds of our students, each student may take either Christianity or World Religions as the first course, and move to the other focus at the second level. This will bring both breadth and depth in the student’s development. In concert with Philosophy, this deeper and broader understanding will be applied to practical questions in the Ethics and Values.

#### **RELS I — Religions and the World OR Christianity and Society**

##### **Religions and the World**

Students will be introduced to the academic and critical study of religions in the world and their texts, their roles in shaping human cultures and identities, and key issues involving religions in the past and in today’s world. These courses will promote basic literacy concerning religious traditions to prepare students for informed participation in today’s pluralistic and globalized society. They will also help students to understand the issues involving religions that produce disagreement and conflict, and to engage in positive dialogue and interactions with members of diverse religious affiliations.

##### **Christianity and Society**

These courses will address the goal of promoting religious literacy by providing an academic and critical overview of the birth and development of Christianity through historical periods and in different parts of the world. The Christian tradition will be examined in relation to its texts, doctrines, practices and cultural products, with special attention to the interactions and mutual influence between social contexts and the varieties of Christian faith.

#### **RELS II — Advanced level Christianity or World Religions**

At the second level, there are a range of courses that go into a deeper understanding of one aspect of religious understanding, be it Christianity (e.g., New Testament texts, Medieval synthesis, ecumenical theology) or World Religions (e.g, Islam, Hebrew Bible, Hindu Theology). These courses will build on the broader understanding established at the first level.

#### **PHIL or RELS III — Ethics and Values**

The Philosophy or Religious Studies courses that fall under this rubric will aim to cultivate the moral development of the student, examining a range of issues such as the nature of moral decision making, the meaning of justice, the nature of a good human life, as well as the moral responsibilities that humans have for others. These courses will serve as the foundation for other courses across the curriculum that address the “acting justly” aspect of our QEP.

### ENGLISH

The English department's classes that emphasize writing and literature are firmly seated in the liberal arts tradition and in Loyola's goals of enabling students to think critically and act justly. Our proposed two-course sequence reiterates many key priorities of the *Goals and Outcomes of Liberal Education at Loyola University* while instilling college-level writing skills, critical reading skills, and an enhanced appreciation of literature.

### **ENGL I—Argumentative Writing**

Within this class, we will enable students to develop effective communication and critical thinking skills, “including the ability to analyze and create logical arguments” (*Goals and Outcomes*). This class also focuses on “information literacy” and the “basic understanding of the student’s own society,” key parts of Loyola’s emphasis on thinking critically and acting justly.

In this class, teachers will help students analyze the arguments made in our culture: in politics, advertising, magazine pieces, editorials and news articles, and on Web sites. The course will concern visual as well as written arguments, secondary as well as primary research, the basics of sentence and essay writing as well as the rhetorical strategies involved in the most sophisticated persuasion. Here students will gain the sentence and essay writing skills along with the critical analysis skills essential to their success in college and careers.

### **ENGL II—Writing about Literature**

Within this class, we will enable students to continue developing effective communication and critical thinking skills while also, as the *Goals and Outcomes* document says, demonstrating “basic understanding and appreciation of literature” as well as the “other cultural traditions.”

After taking Argumentative Writing, students will choose a class in which they will study a literary theme, period, or genre: we will have an array of offerings available. This second more advanced class will extend their knowledge of literature, involve students in college-level analysis of literature, and improve their analytical writing skills.

## **HISTORY**

The Department of History holds the conviction that at their center the goals of the common curriculum are designed to provide students with an interdisciplinary grasp of the ideas, principles, and values that exemplify a Loyola education. The goals also challenge students to consider their lives in the context of our Ignatian traditions. A global historical perspective provides the crucial synthetic element to those goals.

Arnold Toynbee once described historians as the “memory of civilization.” History is not only the record of that memory but the vehicle in which humans interpret that memory and construct it into a moral, ethical, and contextual worldview. More than just a record of the facts, history demands its students to understand the components of those events, to question and interpret their significance, and to mold them into what historian Carl Degler called a “useable past.” Understanding and interpreting both the components and the broader view of their significance demands an interdisciplinary focus that transcends other investigations in the humanities.

Historians and students must uncover the central social, cultural, economic, political, philosophical, religious, and intellectual forces that undergird the civilizations in question and synthesize them into an over-arching view of the world. By investigation of the emergence, development, and expansion of civilization from its earliest beginnings to the near present, history demands a thorough interdisciplinary approach to culture and civilization that no other discipline requires. It must approach culture from the emic/synchronic perspectives that force its students to see individual societies on their own terms and from the etic/diachronic perspectives that chronicle changes over time and compare the linkages between past and present societies.

The interdisciplinary approach of history also builds in its students a strong foundation that promotes the deeper investigation of the other disciplines. All components of civilization are fodder for the history student: art, literature, music, architecture, philosophy, community, religions, economics, and politics among others. These integrated components will provide Loyola students with the necessary breadth of knowledge that they will need to pursue their majors, develop an expansive world view, and go off into the world with a strong grasp of the global implications of their place in history.

The history department presents the following courses to maintain its conviction and its commitment to the common curriculum

### **HIST I -- The Emerging World**

The course will chronicle the integrated story of humanity from its origins to the beginning of modern civilizations. History can be approached from a variety of thematic ways. To facilitate a deeper grasp of the goals of the common curriculum we propose to emphasize the relationship of these historical themes to the rise of Christianity. The chronological scope of this course leads us in the final weeks of the semester to the Catholic Reformation, the life of St. Ignatius, and the role of the Jesuits in the missionary activities that engage modern Europe with the rest of the world. Pedagogically, this course will center on assignments that focus around the fundamental critical thinking skills required of a novice student in an entry-level college history course: reading and summarizing historical texts (both primary and secondary), gathering and assessing evidence, and the preliminary aspects of writing and discussing history. The course will culminate in a reading of Donnelly's *Ignatius of Loyola* and presentations both in oral and written form that require students to integrate the historical forces of the Reformation with the *Spiritual Exercises*.

### **HIST II -- Engaging a Modern World**

Overlapping the first course, this class will begin with the life of St. Ignatius and the engagement of world cultures to the near present. We'll emphasize, in addition to the traditional aspects of history, the engagement of Christianity and the Church with the modern world. This sequence will arm Loyola students with an awareness of how their university and the community they have chosen to become a part of fits into the global society they are preparing to enter. The course will also expand on the critical thinking skills introduced in the first course by challenging students to engage in a higher level of historical analysis through a more detailed and challenging comparative perspective of the modern world and its engagement with medieval and Neolithic societies in Eurasia, the Atlantic World, and the Americas. Major written and oral assignments will require students to use these critical skills to explain and critique the actions of modern empires and their engagement with the pre-modern, colonial, and post-colonial world in a set of student research presentations aimed at assessing the role of justice in these relationships. These research assignments will be focused on the role of the Society of Jesus in these events based on *The Jesuit Relations* and/or the Records of the Southern Province of the Society of Jesus which are the central components of the archives of Loyola's Center for the Study of Catholics in the South.

## **II. The General Education Core**

The goal of a liberal arts education is to produce well-rounded students. The General Education Core will consist of three hours of math, a three-hour science course with a one-hour lab requirement, and six hours of language. These courses will be required of ALL major programs with exemptions provided only when a department can demonstrate to The Common Curriculum Committee or SCAP that these requirements will cause accreditation problems. These requirements could also be replaced by higher level courses in the same disciplines (e.g., Math 257 for 122, etc.) in many cases. This sturdy core will be split over the freshman and sophomore years at the discretion of academic advisors and will provide an important complement to those courses that comprise the Jesuit Liberal Arts core.

Language 1—3cr. hours at the appropriate level for the student (fluent students may substitute a literature and culture course taught within the Department of Language and Cultures)

Language 2—3 cr. hours at the appropriate level for the student (fluent students may substitute a literature and culture course taught within the Department of Language and Cultures)

Math 122—3 cr. Hours

Science 122—3 cr. Hours

Science 122-lab—1 cr. Hour

## **I. The Commons**

The Commons consists of nine credit hours of freshman, sophomore, and junior seminars revolving around thematic topics grounded in Ignatian tradition. These courses may be offered by any undergraduate department and will be approved by the Common Curriculum Committee (the freshman seminars will have to also be approved by appropriate Freshman Year committees). Because social justice is a central focus of Jesuit education, one of these seminars should be geared toward understanding the society that we seek to make more just. Because a study of the

classics and the pre-modern world has been a central component of the Jesuit mission of education (as articulated in the Ratio Studiorum), at least one of the three required seminars should be pre-modern.

## Appendix 2: proposal from science faculty (15 January 2009)

On December 15, 2008 twenty-two faculty members from the division of natural sciences representing the departments of Biological Sciences, Chemistry, Math, Physics and Psychology met to discuss the Natural Science offerings in the common curriculum.

To put this discussion in context, it should be noted that scientific literacy stands as one of the cornerstones of the *educational experience* for students at Loyola University New Orleans. The mission statement of the University explicitly states

“... Inspired by Ignatius of Loyola’s vision of finding God in all things, the university is grounded in the liberal arts and sciences, while also offering opportunities for professional studies in undergraduate and selected graduate programs. Through teaching, research, creative activities, and service, the faculty, in cooperation with the staff, strives to educate the whole student and to benefit the larger community.”

When charged with developing goals and outcomes of a Loyola education, the Common Curriculum Review Committee identified four broad goals, three of which pertain to the common curriculum:

**Goal 1:** To develop basic skills, including effective written and oral communication, critical and creative thinking, and the ability to use different types of information.

**Goal 2:** To understand better the world in which we live, through broad study in the humanities, fine arts, and social and natural sciences.

**Goal 4:** To increase a sense of personal identity, spirituality, and responsibility, including a sense of ethical action and a commitment to helping to create a more just world.

Several of the specific outcomes which would mark the achievement of these educational goals speak directly to the importance of scientific literacy. Namely, Loyola graduates are to demonstrate:

- Effective communication skills
- Creative thinking skills including a sense of imagination
- Information literacy
- The ability to gather, evaluate, and use quantitative information, including a basic understanding of statistics
- The ability to employ the scientific method and develop an appreciation of the scientific endeavor and humanity’s dependence on the natural world including the impact of technology
- Comprehension of the great technological forces that shape societies
- Basic understanding of how technology shapes contemporary thought
- The ability to integrate material from several different disciplines.

The recommendations of the Division of Natural Sciences follow:

- Students majoring in the sciences should continue to fulfill science and math common curriculum requirements with A100 and A200 level science and math courses, respectively.
- Academically eligible students in any major indicating an interest in science should be advised to take an A100 level lab-based science course in Biology, Chemistry, or Physics and/or Calculus. These courses should count toward fulfilling the student’s common curriculum requirements even if the student decides not to pursue a degree in science.
- As mentioned in Goal 4 above, science common curriculum offerings should help instill a sense of personal responsibility. With these goals in mind, several learning outcomes were identified
  - Loyola graduates should be informed citizens

- Loyola graduates should be excited about possibilities Science and Technology present for the future of society and our world
  - Loyola graduates should be able to critically evaluate the source of information purported to be the results of scientific study
  - Loyola graduates should be able to integrate knowledge from across disciplines both within and across College and University divisions
  - Loyola graduates should have a sufficiently strong grounding to enable them to stay abreast of scientific developments
  - Loyola graduates should develop creative, critical, analytical, and quantitative reasoning skills
- To this end, the science common curriculum offerings at Loyola should focus on the *scientific process*, give students the opportunity to *creatively engage in science*, and should educate students about *science in the context of their world*.

### Proposed Science Common Curriculum

#### *The Scientific Process* (3 credit hours)

New thematic courses in the sciences will be developed focusing on the scientific process. Each course will be developed by four scientists and each faculty member will develop 3 to 4 week modules which educate students about a specific field of research. In each module, students will learn fundamental models and concepts, follow the development of a research topic and discuss outcomes and future directions. While taught by multiple faculty, this course will not be team taught. Rather, four sections of the course will be offered with faculty members rotating through each section. This course will provide an opportunity for faculty to focus on topics which are exciting to them and challenge faculty to teach students about the fundamental underpinnings of a narrow field of science and the importance of the research to society. Relying heavily on the research interests of faculty at Loyola, topics ranging from fish ecology and atmospheric chemistry to gravitational waves and forensic spectroscopy will be used to introduce scientific models, evaluate the validity of experimental claims, and discuss the development of a field of scientific research.

#### *Science in Context* (3 credit hours)

These advanced topical courses will focus on fields of science which inform profound societal issues like hunger, the environment, evolution, the impact of technology. These courses will seek to make science relevant and personal while addressing learning outcomes listed above including producing informed citizens, critically evaluating scientific claims and integrating knowledge from across diverse disciplines.

#### *Engaging in Science* (1 credit hour / 3 contact hours)

The scientific process is creative requiring both knowledge and imagination. The only way for students to truly engage in the process is through a “laboratory” experience. The laboratory may be just that, a room with benches, equipment and chemicals, or it may be part of the Mississippi Delta, in interview room or an academic quad. We propose that all students engage in experiential learning in the sciences. While a laboratory may be linked with a themed scientific process course, more commonly laboratories will be linked with science in context courses. However, stand-alone laboratory courses are also envisioned which could focus in topics such as art restoration, forensic chemistry, ecology, etc.

#### *Math* (3 credit hours)

A college-level math course is proposed which introduces students to important concepts with a specific emphasis on statistics. While introducing students to the field of mathematics and respecting the study of math as a discipline, this course could also be linked with a science common curriculum offering to emphasize both the practical application of mathematics and the importance of math in developing scientific models.

### **Appendix 3 (College of Social Sciences, 5 February 2009)**

The College of Social Sciences is proposing that two courses be offered in the restructured Common Curriculum. Participating disciplines include: political science, sociology, communications, and economics. A description of the courses and their objectives is provided below.

#### **Understanding Culture and Society through Social Research**

A course under this heading will:

- Introduce students to the fundamental concepts and processes involved in doing social science research
- Be structured around a key social research question that will engage students who are non-majors. Students will learn how this question has been answered by different social science studies.
- Examine the social responsibilities and benefits of well done social research.
- Examine the social problems and ethical issues raised by social research that does not follow proper guidelines.
- Help students to critically analyze and question social science findings cited in popular media sources.
- Educate students on the fundamental issues of the study of human behavior

**NOTE:** This course would not fulfill methodology requirements for social science majors.

#### **Exploring Issues in Social Justice with the Social Sciences**

A course under this heading will:

- Examine varied definitions of and approaches to the concept of “social justice”
- Apply definitions of and approaches to social justice to the analysis of one or more social problems or issues (eg. Race, gender, class, inequality, environment)
- Integrate an ongoing reflective component that calls students to examine and refine their own understandings of individual and corporate responsibility in working for social justice. This examination is to be done by taking the following into account:
  - Findings from social science research that shed light on specific social issues or problems.
  - The role of an individual’s faith tradition or approach to moral reasoning in helping to shape his/her understanding of doing justice.

**Appendix 4 (School of Mass Communication, 5 February 2009):**

The School of Mass Communication proposes the following required course in the restructured Common Curriculum.

**Media Literacy in a Digital Age**

This course will:

- Provide a critical framework to help students evaluate information sources, including the language and images of both traditional and digital messages, representations, audiences and effects.
- Analyze how traditional and digital media shape social realities of gender, race, class, family, sexuality, violence and substance abuse with particular attention to the impact of media on individuals, institutions and issues.
- Help students to think critically about the interdisciplinary nature of media, how media are connected to our private, public and civic lives and how media shape our understanding of society.
- Identify ethical issues that individuals and institutions face as they use traditional and new media to engage with local and global communities.

To accomplish the above objectives, the course will be organized in a rhetorical manner and will offer

- a. a series of weekly debates on sustaining, historically relevant and topical issues such as objectivity, freedom of information, the controversy about whether television programming, advertising or video games encourage violence, or the effect of the accessibility of blogs, social media, digital photography and videography on citizen journalism.
- b. occasional guest lecturers across disciplines who will share their scholarship/opinion about the impact of media and new technology.
- c. discussion of and reflection on local, national and global current events through the lens of traditional and digital media to reinforce the theme of the course – how to recognize, understand, and participate in media literacy.

**Rationale for Required Mass Communication Course in the Common Curriculum**

- a. In the spirit of Thinking Critically and Acting Justly, the course provides an innovative component to our core curricula that requires students to contextualize their own experiences with various forms of media in a broader social, political, cultural, economic environment. Such analysis provides a useful and fundamental combination of their own technology-centered communication with an integral interdisciplinary perspective as they approach other core and major courses.
- b. This course maximizes the advantage of one of the assets of the College of Social Sciences and the University as a whole, our School of Mass Communication, and positions us as leader among comparative universities, particularly because of the interest in and importance of new media technology in the context of culture, society, and globalization.
- c. Access to information and the ability to interpret it intelligently is essential in a democratic society.