



SACS Reaffirmation of Accreditation

Section II: Core Requirements - (General Education)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment of Compliance: Compliance

Narrative/Justification for Judgment of Compliance

The **Common Curriculum** is the centerpiece of the undergraduate educational experience at Loyola University New Orleans. **The goal of the Common Curriculum** is to provide a liberal and general education in accordance with the Jesuit focus on the growth of the whole person. It provides a broad, multidisciplinary, and interdisciplinary core of liberal education to students in every major program in the university. The lower division of the Common Curriculum lays a foundation of skills and knowledge in English, mathematics, history, philosophy, religious studies, and the natural sciences. Building on that foundation, upper-division courses offer the opportunity for deeper reflection on, and analysis of, values, presuppositions, and the varied disciplinary perspectives involved in understanding the world. This reflective emphasis, along with the centrality of philosophy and religious studies, gives a distinctively Jesuit stamp to the core educational experience at Loyola University New Orleans.

The Common Curriculum requirements are published in **the Undergraduate Bulletin**. The gateway course to the Common Curriculum is the **First-Year Seminar**. These small academic seminars are taught by leading teacher-scholars. The seminars introduce students to college-level thinking and learning and to Loyola's Jesuit tradition under the overarching theme "thinking critically, acting justly." The courses are interdisciplinary and focus on questions of enduring value in the context of subject matter ranging from medieval monsters to protest and pop music, from violence in the media to American dreams.

For most first-year students, introductory Common Curriculum courses comprise the majority of the course load. Second and third year students will usually take a substantial number of upper-division Common Curriculum courses. The specific requirements are different in each of the undergraduate colleges, but all require more than 30 semester hours and include at least one



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course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Common Curriculum and core curriculum credit may be earned for courses taken at another institution, provided the courses transfer as the equivalents of courses that have been approved for Common Curriculum and core curriculum credit as described in [Principle 3.4.4](#).

The [Common Curriculum is overseen by the Director of the Common Curriculum, who](#) reports to the Provost and Vice President of Academic Affairs, and [is overseen by the Standing Committee on the Common Curriculum](#), which is made up of faculty from all undergraduate colleges. This committee evaluates all common curriculum course proposals for approval, revision, or rejection according to stated guidelines; monitors common curriculum objectives through periodic evaluations; and prepares an annual statement of proceedings and achievements for distribution to interested parties. Scheduled comprehensive [assessment of the Common Curriculum](#) ensures continued effectiveness in meeting its stated goals.

Supporting Documents

PDF	URL