

*Background:* As part of its charge from Faculty Senate, the Core Curriculum committee has investigated methods for enhancing the distinct Mines experience within core classes in line with the objectives of the Mines@150 plan. Elements of the plan that are relevant to this experience include the emphasis on experiential learning, vertically-connected communities, contextual competency, intellectual curiosity, professional preparation, and multi-dimensional interests.

In assessing these possibilities, the committee has focused on 22 credit hours in core classes offered primarily by HASS, EB, and EDS, which include HASS 100, HASS 200, EDNS 151, EBGN 201, and the H&SS mid-level and 400-level electives.

The committee has identified several opportunities for enhanced delivery of learning outcomes and expansion of the distinctive experience:

- More explicit articulation to students of the distinctive role of each class within the broader overall framework of the curriculum
- Better establishment of distinctive “pathways” through the curriculum, allowing students to pursue areas of interest through the course of their studies
- Expanded interdisciplinary collaboration with faculty from STEM departments to enhance connections across the entire core curriculum

To help achieve these outcomes, the committee proposes a plan centering on a major revision to the second-year classes (EBGN 201 and HASS 200), combined with expanded collaboration between HASS, EB, and EDS in the articulation of a coherent course of studies through all 22 credit hours.

*First Year:* Expanded collaboration between faculty in HASS 100 and EDNS 151 to establish clear articulation of learning outcomes achieved in each class, with explicit strategy for ensuring that students can build on these competencies in following years

*Second Year:* Repurposing of HASS 200 and EBGN 201 into 3-credit CASES (Contextualizing Approaches to Science and Engineering in Society). An interdisciplinary class with a case-based focus on understanding major challenges in science and engineering practice from a political, economic, and cultural perspective. Offered primarily by faculty from HASS, EB, and EDS, but with opportunities for modules and other forms of collaboration involving interested faculty in STEM departments.

*Third & Fourth Year:* H&SS electives would become Pathways Electives, and expanded to 12 credit hours thanks to reduction of second-year requirements. Students would have the option to pursue distinctive themes within the electives, which might include: Global Engineer, Environmental Challenges, Science and Society, etc... Students pursuing pathways will have opportunities to serve undergraduate TAs or discussion leaders in HASS 100, EDNS 151, or CASES, and/or as leaders in special themed learning communities created around the curriculum.