

## **BRIDGE Reconciliation Committee Report**

### **Committee Members**

Sue Thomas, Associate Provost for Academic Planning and Program Development, Chair

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**Presented to Provost Paul Ferguson**

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## INTRODUCTION

The BRIDGE Reconciliation Committee was established by the Provost in February 2010. The charge of the Committee was to

1. Fully review the December 2009 *Proposal for Implementing the Lincoln Program* submitted by the BRIDGE Implementation Committee.
2. Fully review and assess the proposed budget requirements of the Lincoln Program.

Included in the second charge was the consideration of various strategies for potential cost savings such as reallocation of current personnel and resources, definition of optimum class sizes to control costs, and the possibility of reducing the number of required credit hours for graduation to 120 hours.

## RECOMMENDATIONS

### I. Timetable for Implementation

The BRIDGE Implementation Committee (BIC) proposes to implement the first component of the Lincoln Program, the Breadth component, starting in the Fall 2011 semester. The BRIDGE Reconciliation Committee (BRC) recommends that the implementation schedule be delayed until the Fall 2012 semester to allow ample time for

- (i) Faculty Senate consideration of the implementation proposal set forth by BIC and BRC, and
- (ii) the reclassification of the attributes/designations of general education courses.

The BRC recognizes that course schedules are prepared one academic year in advance. Hence, if the Breadth component is to be implemented in the Fall 2011 semester, the change in attributes has to be completed by the Fall 2010 semester. The Director of General Education has been meeting with Department Chairs to get them to start the discussion process within their departments regarding the reclassification of the general education courses that they offer. The possibilities for an online submission and review process for changes in designations that do not

involve curricular changes are currently being discussed with personnel from Information Technology Services.

## II. Credit Hours Required for Graduation

Currently, students must complete a minimum of 124 hours of credit in approved courses in order to graduate from SIUE. The Office of Academic Counseling and Advising was tasked to examine the sample programs of study provided in Appendix A of the Long Version of the Final Report of the BRIDGE Committee and determine areas where savings in credit hours can be realized under the Lincoln Program. A sample program of study was developed for all baccalaureate degree programs that took into account both the Lincoln program requirements and the major requirements. An examination of these sample programs of study revealed the following.

- (i) Currently, 83 out of 113 (73%) undergraduate programs offered by SIUE require at most 124 hours. The remaining 30 (27%) undergraduate programs entail more than 124 hours, mostly due to certification or accreditation requirements.
- (ii) Of the 83 undergraduate programs that currently require at most 124 hours, 70 (84%) can have their required hours reduced to 120 hours under the Lincoln program.
- (iii) Overall, 71 out of 113 programs (63%) can have their required hours reduced to 120 hours under the Lincoln program. One program that currently requires 125 hours can have their required hours reduced to 120 hours under the Lincoln Program.

It should be noted that some programs will significantly increase their required hours to graduation under the Lincoln Program. The main reason for the significant increase is the distinction between the requirements for a Bachelor of Science (BS) degree and a Bachelor of Arts (BA) degree. Students seeking a BS degree are required to have 8 courses in the social, physical, and life sciences, which include 2 courses designated as LAB. On the other hand, students seeking a BA degree are required to have 8 courses in the humanities and fine and performing arts, which include a 2-semester sequence of a foreign language. Discussions regarding the

accuracy of the sample programs of study as well as streamlining programs are still ongoing between the Director of General Education and the affected departments.

### III. Budget

The budget proposed in this report and the BIC report represent a gross amount. Since the structure of the Lincoln program differs from the current general education program, it is expected that there will be shifts in demand for courses. It is, however, very difficult to predict exactly where the shifts will occur. The phasing in of the Lincoln Program will help in monitoring areas where resources can be reallocated. The approach proposed by BRC is to let the numbers play out so we can see where the demand lies and resources will be allocated where they are most needed. The main aspects where the BRC proposed budget differs from the BIC proposed budget are as follows.

#### A. Coordinators for Foundation courses

The BIC proposal includes hiring new tenure-track faculty whose main responsibilities are to serve as coordinators of QR 101, RA 101, and SPC 101 and to teach two sections of these courses per term (except Summer). The BRC recommends that existing faculty members be tapped to serve as coordinators of the said Foundations courses. These faculty members will be given two course releases per year to carry out the role of the coordinator. The chairs of the departments involved (Mathematics and Statistics, Philosophy, and Speech Communication) have been consulted and they are amenable to this arrangement. An advantage of using existing faculty members as coordinators is the fact that these faculty members are aware of the expectations for these courses and they are likely to have been involved in the development or redesign of these courses.

#### B. Instructional Personnel Resources

The budget proposed by BIC allocates a specific number of instructors and tenure-track faculty to particular departments. BRC, on the other hand, proposes that personnel resources not be allocated to specific departments at this point. As the different components of the Lincoln program are implemented, demand for courses will be monitored closely and instructional personnel resources will be allocated where they are most needed. Currently, the Director of General

Education is meeting with individual departments to discuss specific strategies that departments can utilize to best meet the needs of the Lincoln Program.

C. Speech Center Resources

The budget proposed by BIC includes resources for the Speech Center. Since the Speech Center is not directly related to the delivery of the Lincoln Program, the BRC proposes to remove the resources allocated to the Speech Center.

Table 14 in the BIC report is revised to reflect the above items. The revised Cost Summary Table is given below.

**Table 14. Foundations Implementation: Cost Summary Table**

	AY 2012	AY 2013	AY 2014	AY 2015
Instructional Personnel	\$ 32,000	\$ 32,000	\$ 65,510	\$ 267,962
IS Reassignments		\$ 35,000	\$ 28,000	\$ 7,000
Course Coordinators		\$ 21,000		
Equipment		\$ 4,000	\$ 4,000	
New Freshman Seminar Resources		\$ 16,000		
<b>Total</b>	\$ 32,000	\$ 108,000	\$ 97,510	\$ 274,962

IV. Revised Appendix B: Implementation Timing Tables

Tables 1 through 10 in Appendix B of the BIC report were revised to take into account the delay in implementation as well as the recommended approach to allocating instructional personnel resources. The revised tables, with changes shown in blue, are as follows.

## APPENDIX B: TIMING TABLES FOR IMPLEMENTATION

### Lincoln Program Implementation Timing Tables

The following tables present proposed timing schemes for implementing the various components of the Lincoln Program. These are presented to show the timing of the events and activities necessary to support full implementation of the program. For the sake of efficiency in terminology, the following convention is used to indicate academic years during the process (with “Year 1” being the earliest year that any component of the Lincoln Program can be implemented):

<b>Lincoln Program “Year”</b>	<b>Academic Year</b>
Pre-Year 2	Fall 2010 – Summer 2011
Pre-Year 1	Fall 2011 – Summer 2012
Year 1	Fall 2012 – Summer 2013
Year 2	Fall 2013 – Summer 2014
Year 3	Fall 2014 – Summer 2015
Year 4	Fall 2015 – Summer 2016

Tables 1 through 4 propose a phasing schedule for implementation of the Sequencing, QR 101, SPC 101, and RA 101 requirements, respectively. Tables 5 through 10 then show activities necessary to implement each component of the program by semester and year. Major activities that represent a phase of implementation of a component are shown in bold face type; once a component is fully implemented, it is no longer shown in the tables.

~~Estimated costs for each Lincoln Program year are shown at the bottom of each table. Note that all estimated costs include personnel costs from the previous year (i.e., costs for Year 4 include salary paid to new personnel hired in Year 4 as well as salary paid in Year 4 to all personnel hired in Years 2 and 3). Note, however, that no benefit costs (e.g., for retirement, health insurance, etc.) have been included in these estimates.~~

~~Estimated costs are derived from Tables 11 – 14 in Appendix C: Cost Estimates for Implementation.~~

Table 1. Foundations Sequencing Table

The Lincoln Program specifies that the Foundations elements are to be completed within a certain time frame upon a student’s registration in their first semester at SIUE. Specifically, ENG 101, ENG 102, SPC 101, and RA 101 are to be completed within the first 30 hours, and QR 101 is to be completed within the first 60 hours. We recommend scaling in this requirement in conjunction with phased implementation of the Foundations elements as shown in the table below, with a final configuration that differs from the final BRIDGE proposal. In particular, we recommend that students be required to complete NFS, SPC 101, and ENG 101 within the first 30 hours, RA 101 and ENG 102 within the first 45 hours, and QR 101 within the first 60 hours. This still requires student to complete all Foundations requirements by the end of 60 hours (end of sophomore year for a student entering as a freshman), and provides a more structured schedule for completing the Foundations requirements than we currently have for the Skills requirements. But this change provides some flexibility for students who, for whatever reasons, register for their first semester late in the registration cycle, and who might find sections of ENG 101 and RA 101 closed. “1<sup>st</sup> XX” indicates the number of semester hours within which a student who matriculates in the semester shown must complete that requirement.

The exact nature of each Foundations element in terms of how it may be satisfied over the same time frame is shown on subsequent tables.

Y E A R 2				Y E A R 3 (and thereafter)			
Fall 2013		Spring 2014		Fall 2014		Spring 2015	
Element	Requ'mnt	Element	Requ'mnt	Element	Requ'mnt	Element	Requ'mnt
NFS	1 <sup>st</sup> 30	NFS	1 <sup>st</sup> 30	NFS	1 <sup>st</sup> 30	NFS	1 <sup>st</sup> 30
ENG 101	1 <sup>st</sup> 30	ENG 101	1 <sup>st</sup> 30	ENG 101	1 <sup>st</sup> 30	ENG 101	1 <sup>st</sup> 30
SPC	1 <sup>st</sup> 30	SPC	1 <sup>st</sup> 30	SPC	1 <sup>st</sup> 30	SPC	1 <sup>st</sup> 30
ENG 102	1 <sup>st</sup> 45	ENG 102	1 <sup>st</sup> 45	ENG 102	1 <sup>st</sup> 45	ENG 102	1 <sup>st</sup> 45
RA	1 <sup>st</sup> 60	RA	1 <sup>st</sup> 60	RA	1 <sup>st</sup> 45	RA	1 <sup>st</sup> 45
QR	1 <sup>st</sup> 60	QR	1 <sup>st</sup> 60	QR	1 <sup>st</sup> 60	QR	1 <sup>st</sup> 60

Table 2. QR Implementation Table

The QR 101 course is a new course to the general education program at SIUE with no established history by which to predict patterns of need or demand. Therefore, we recommend a phased implementation of the QR 101 requirement so as to allow for the Department of Mathematics and Statistics to absorb the increased demand for general education credit hours in a controlled fashion, both in terms of student demand as well as hiring of personnel. The table below shows the proposed implementation plan for QR 101.

“Requirement” shows what students enrolling in the given semester would be required to take to satisfy the QR requirement of the Lincoln Program. According to stipulations in the Lincoln Program, student must complete their QR requirement within their first 60 hours at SIUE; however, it must be remembered that a student is always subject to the catalog requirements in effect at the time they matriculate. Therefore, even though a student might enroll in, for example, Spring 2013, they have until Fall 2014 to complete the QR requirement, which can be satisfied at that time by taking any MATH course numbered 125 or above. In this context, “Holdover” cells show courses that may still be serving Lincoln Program Foundations students in the semester indicated.

Semester/Year	Y E A R 2		Y E A R 3	
	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Requirement	QR 101 (or Proficiency) or MATH $\geq$ 125	QR 101 (or Proficiency) or MATH $\geq$ 125	QR 101 (or Proficiency) or MATH $\geq$ 150	QR 101 (or Proficiency) or MATH $\geq$ 150
Holdover			MATH $\geq$ 125	MATH $\geq$ 125

Semester/Year	Y E A R 4		Y E A R 5	
	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Requirement	QR 101 (or Proficiency)	QR 101 (or Proficiency)	QR 101 (or Proficiency)	QR 101 (or Proficiency)
Holdover	MATH $\geq$ 150	MATH $\geq$ 150		

Table 3. RA Implementation Table

RA 101 presents a new manifestation of the spirit behind the critical thinking requirement of the Current Program, currently represented by PHIL 106, FL 106, IME 106, and MATH 106. While other Departments will be allowed (and encouraged) to offer sections of RA 101, we anticipate that demand for RA 101 will fall on the Department of Philosophy, at least for the first several years of the Lincoln Program. We recommend a phased implementation of the RA 101 requirement so as to allow for the Department of Philosophy to absorb the increased demand for general education credit hours in a controlled fashion, both in terms of student demand as well as hiring of personnel. The table below shows the proposed implementation plan for RA 101, assuming full implementation of the requirement and assuming adoption of the phased Sequencing requirement as shown in Table 1.

“Requirement” shows what students enrolling in the given semester would be required to take to satisfy the RA requirement of the Lincoln Program. Students enrolling in Year 2 will need to satisfy the RA requirement within 60 hours, and students enrolling in Year 3 and thereafter will need to satisfy the RA requirement within 45 hours. It must be remembered that a student is always subject to the catalog requirements in effect at the time they matriculate. Therefore, even though a student might enroll in, for example, Spring 2013, they would have until Fall 2014 to complete the RA requirement, which can be satisfied at that time by taking RA 101 or PHIL 207, 213, or 233. In this context, “Holdover” cells show courses that may still be serving Lincoln Program Foundations students in the semester indicated.

Semester/Year	Y E A R 2		Y E A R 3	
	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Requirement	RA 101 or PHIL 207, 213, or 233	RA 101 or PHIL 207, 213, or 233	RA 101 or PHIL 213, or 233	RA 101 or PHIL 213, or 233
Holdover			PHIL 207	PHIL 207

Semester/Year	Y E A R 4		Y E A R 5	
	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Requirement	RA 101	RA 101	RA 101	RA 101
Holdover	PHIL 207, 213, 233	PHIL 213, 233		

Table 4. SPC Implementation Table (\*Note: there is no equivalent “ENG Implementation Table,” since ENG 101 and ENG 102 are the only courses that will satisfy the written composition element of the Foundations requirements.)

The SPC 101 course is simply the Public Speaking course (SPC 105) renumbered as SPC 101. In this proposed implementation plan, we recommend a phased implementation of this requirement; note that in Table 1, we do not phase in the Sequencing Requirement for SPC 101 (i.e., all students must complete the SPC requirement within the first 30 hours of their curriculum). The table below shows the proposed implementation plan for SPC 101, and assumes full implementation of the requirement. It must be remembered that a student is always subject to the catalog requirements in effect at the time they matriculate. Therefore, even though a student might enroll in, for example, Spring 2013, they would have until Fall 2013 to complete the SPC requirement, which can be satisfied at that time by taking SPC 101, 103, or 104. In this context, “Holdover” cells show courses that may still be serving Lincoln Program Foundations students in the semester indicated.

Semester/Year	Y E A R 2		Y E A R 3	
	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Requirement	SPC 101, or 103, or <del>104</del> *	SPC 101, or 103, or <del>104</del> *	SPC 101, or 103	SPC 101, or 103
Holdover			SPC 104*	

Semester/Year	Y E A R 4	
	Fall 2015	Spring 2016
Requirement	SPC 101	SPC 101
Holdover	SPC 103	

\*SPC 104 has been dropped by the Department of Speech Communication.

Table 5. Lincoln Program Implementation -- Pre-Year 2 (Fall 2010 – Summer 2011)

Component	Pre Year 2		
	Fall 2010	Spring 2011	Summer 2011
Sequencing			
Foundations	- Initiate Form 90 process to approve changes to SPC 105, and RA101, QR101 as new courses	<del>—Administer QR Exam</del> <del>—Analyze QR Exam data</del>	
Breadth	- Initiate Form 90 process to add new courses as necessary to address Breadth deficits - Initiate Form 90 process to change attributes attached to current courses - Initiate Form 90 process to approve new ICS courses	- Establish central information source for advisors re: course attributes and Lincoln Program requirements	
Experiences	- Initiate Form 90 process to approve new courses and/or change existing courses for LAB - Initiate Form 90 process to change attributes attached to current courses	- Establish central information source for advisors re: course attributes and Lincoln Program requirements	
Interdisciplinary Studies			- Solicit commitments to teach IS courses
BA/BS Distinction	- Solicit departments for classifying courses re: BA-BS	- Establish central information source for advisors re: course attributes and Lincoln Program requirements	
Logistics	- Initiate process to have BANNER recognize both Intro/Dist attributes and Breadth attributes - Begin creating central database showing Current and Lincoln Program and IAI attributes for all courses	- Continue soliciting departments for needed courses - Continue catalog editing - Accumulate finalized Form 90s into central database - Finalize text for Fall 2012 catalog with Lincoln Program description and Breadth requirements - Design curriculum progress/ graduation check system that will distinguish Skills/Intro/Dist from Skills/Breadth/BA-BS requirements	- Edit Fall 2012 catalog with new attributes on existing courses and new courses as final Form 90 approvals come in - Edit approved course changes as attributes on BANNER
<del>Estimated Costs</del>			

Table 6. Lincoln Program Implementation -- Pre-Year 1 (Fall 2011 – Summer 2012)

Component	Pre Year 1		
	Fall 2011	Spring 2012	Summer 2012
Sequencing	- Design system for enforcing timeline requirement	- Faculty Senate approval of timeline enforcement mechanism	- Final approval for timeline enforcement mechanism
Foundations	- Final Form 90 approval of all course changes and new courses - Design system for enforcing timeline requirement	- Begin designing online proficiency tests, especially for QR101 - Faculty Senate approval of timeline enforcement mechanism - Request instructors for PHIL, MATH, SPC	<del>—Solicit instructor position requests from MATH, PHIL, SPC</del> - Final approval for timeline enforcement mechanism
Breadth	- Final Form 90 approval of all course changes and new courses - Design system to accommodate Fall 2012 transfers partly done with Gen Ed	- <b>New students enroll for Fall 2012 under Skills/Breadth requirements</b>	- Evaluate enrollment patterns; insure that availability of Current Program requirements mesh with those of Lincoln Program
Experiences	- Final Form 90 approval of all course changes and new courses	- <b>New students enroll for Fall 2012 under Skills/Breadth requirements</b>	- Evaluate enrollment patterns; insure that availability of Current Program requirements mesh with those of Lincoln Program <b>- New students enroll for Fall 2012 under Skills/Breadth requirements</b>
Interdisciplinary Studies	- Solicit commitments to teach IS sections beginning Fall 2013	- Recruit at least 5 new faculty to teach IS sections beginning Fall 2013	- Begin Form 90 process for new courses
BA/BS Distinction	- Final Form 90 approval of all course changes and new courses - Design system to accommodate Fall 2012 transfers partly done with Gen Ed	- <b>New students enroll for Fall 2012 under new BA-BS distinction</b>	- <b>New students enroll for Fall 2012 under new BA-BS distinction</b>
Logistics	- Final approval of catalog edits for Lincoln Program description and Breadth Requirement - Final editing of course attributes on BANNER for Breadth and BA-BS as well as Current Program - Develop communication with academic advisors re: course attributes and requirements that lag catalog/BANNER edits <del>—Begin search for FL instructors</del>	- Fall 2012 catalog released with Breadth Area/BA-BS requirement and Skills options - Communication with academic advisors/faculty re: lagged catalog/ BANNER edits - Edit Fall 2013 catalog for Foundations requirement - Newly structured GEC membership named	
<del>Estimated Costs</del>			

Table 7. Lincoln Program Implementation -- Year 1 (Fall 2012 – Summer 2013)

Component	Year 1		
	Fall 2012	Spring 2013	Summer 2013
Sequencing		- New students for Fall 2013 enroll under Foundations Sequencing requirement, Year 2	- New students for Fall 2013 enroll under Foundations Sequencing requirement, Year 2
Foundations		- New students for Spring 2013 and Summer 2013 enroll under current Skills tracks - New students for Fall 2013 enroll under Foundations requirement, Year 2	- New students for Summer 2013 enroll under current Skills tracks - New students for Fall 2013 enroll under Foundations requirement, Year 2 <del>—Solicit instructor requests from MATH, PHIL</del>
Breadth	- All new Fall 2012 students (and hereafter) enroll under Breadth - FULLY IMPLEMENTED		
Experiences	- All new Fall 2012 students (and hereafter) enroll under Breadth - FULLY IMPLEMENTED		
Interdisciplinary Studies	- Complete form 90 process for new courses - Coordinate faculty requests for teaching IS into teaching assignments	- Recruit 4 new faculty to teach IS sections beginning Fall 2014	- Begin form 90 process to approve new courses
BA/BS Distinction	- All new Fall 2012 students (and hereafter) enroll under BA-BS - FULLY IMPLEMENTED		
Logistics	- Final approval of Fall 2013 catalog edits for Foundations requirement, Year 2 - Communication with advisors/faculty re: Year 2 Phase of Foundations timing and requirements <del>—Begin instructor searches in PHIL, MATH, SPC</del> - New GEC convenes (under current GEC operating papers) <del>—Appointments start for faculty in FL</del> <del>—Begin search for Speech Center supervisor</del>	- Fall 2013 catalog released with Foundations and Sequencing requirements, Year 2 - Communication with advisors/faculty re: Year 2 Phase of Foundations timing and requirements - Final definition of roles of GEC and Dir. Gen. Educ. / Amendments to operating papers	
<b>Estimated Costs</b>	<b>\$75,540</b>		

Table 8. Lincoln Program Implementation -- Year 2 (Fall 2013 – Summer 2014)

Component	Year 2		
	Fall 2013	Spring 2014	Summer 2014
Sequencing	- New students for Fall 2013 or Spring 2014 enroll under Foundations Sequencing requirement, Year 2	- New students for Fall 2014 enroll under Foundations Sequencing requirement, Year 3	- New students for Fall 2014 enroll under Foundations Sequencing requirement, Year 3
Foundations	- New students for Fall 2013 or Spring 2014 enroll under Foundations Year 2	- New students for Spring 2014 or Summer 2014 enroll under Foundations Year 2 - New Students for Fall 2014 enroll under Foundations Year 3	- New students for Summer 2014 enroll under Foundations Year 2 - New students for Fall 2014 enroll under Foundations Year 3 <del>—Solicit instructor requests from PHIL, MATH</del>
Breadth			
Experiences			
Interdisciplinary Studies		- Recruit at least 1 new faculty to teach sections beginning Fall 2015	- Begin form 90 process to approve new courses
BA/BS Distinction			
Logistics	- Final approval of Fall 2014 catalog edits for Foundations requirement, Year 3 <del>—Begin instructor searches in PHIL, MATH</del> <del>—Appointments start for new instructors: 1 in PHIL, 3 in SPC, and 1 in MATH</del> - Communication with advisors/faculty re: Year 2 and 3 Phases of Foundations timing and requirements - GEC assumes Lincoln Program operating papers <del>—Appointment begins for Speech Center supervisor</del>	- Fall 2014 catalog released with Foundations requirements, Year 3 - Communication with advisors/faculty re: Year 2 and 3 Phases of Foundations timing and requirements	
<b>Estimated Costs</b>	<b>\$ 388,292</b>		

Table 9. Lincoln Program Implementation -- Year 3 (Fall 2014 – Spring 2015)

Component	Year 3		
	Fall 2014	Spring 2015	Summer 2015
Sequencing	- New students for Fall 2014 enroll under Foundations Sequencing requirement, Year 3 - FULLY IMPLEMENTED		
Foundations	- New students for Fall 2014 or Spring 2015 enroll under Foundations Year 3	- New students for Spring 2015 or Summer 2015 enroll under Foundations Year 3 - New Students for Fall 2015 enroll under final Foundations requirement Year 4	- New students for Summer 2014 enroll under Foundations Year 3 - New students for Fall 2015 enroll under final Foundations requirement Year 4
Breadth			
Experiences			
Interdisciplinary Studies			
BA/BS Distinction			
Logistics	- Final approval of Fall 2015 catalog edits for final Foundations requirements - <del>Begin instructor searches in PHIL, MATH</del> - <del>Appointments start for new instructors: 1 in PHIL, and 1 in MATH</del> - Communication with advisors/faculty re: Final Foundations timing and requirements	- Fall 2015 catalog released with final Foundations requirements; COMPLETE, FINAL LINCOLN PROGRAM REQUIREMENTS PUBLISHED HEREAFTER - Communication with advisors/faculty re: Final Foundations timing and requirements	
<b>Estimated Costs</b>	<b>\$ 491,729</b>		

Table 10. Lincoln Program Implementation -- Year 4 (Fall 2015 – Spring 2016)

	Year 4		
Component	Fall 2015	Spring 2016	Summer 2016
Sequencing			
Foundations	- New students for Fall 2014 or Spring 2015 enroll under Foundations Year 4 – FULLY IMPLEMENTED		
Breadth			
Experiences			
Interdisciplinary Studies			
BA/BS Distinction			
Logistics	<p><del>—Appointments start for new instructors: 1 in PHIL, and 1 in MATH</del></p> <p>- First Lincoln Program review process begins</p>	- Communication with advisors/faculty re: Final Foundations timing and requirements	
<b>Estimated Costs</b>	<b><del>\$ 613,730</del></b>		