

PROPOSED UNIVERSITY CORE OF COMMON STUDIES REVISED CURRICULUM

I. Curriculum/Program Requirements

A. Executive Summary

In response to academic program review of the University Core of Common Studies (UCCS) in 2014 and the changing demands of higher education in the 21st century, the campus community engaged in a collaborative process leading to this proposed revision of the UCCS. Based on input from students, faculty and staff, it is clear the campus community desires a Core curriculum that prepares students to solve complex problems in an ever-changing society. We desire a Core curriculum that teaches graduates to be effective communicators, who are prepared to engage a global society as responsible, moral, and ethical individuals with clear sense of purpose. All of this should be accomplished within the context of Marquette's rich Catholic and Jesuit liberal arts tradition. Students consistently indicate that they value their Marquette education, but they need to see how the distributed requirements are connected and relevant to learning in their majors.

This proposal for the Marquette Core (Core) seeks integration in not only its content but also its focus: embracing inquiry in the Jesuit and liberal arts tradition and preparing students for careers and life in diverse communities. The Core is structured in three tiers: Foundations, Discovery, and Culminating. At the Foundational level, all students will share the common experience of five foundational Core courses to prepare them for their major coursework and contemporary issues by drawing upon theological, philosophical, and rhetorical perspectives. Embedded in the foundational tier is a designated course to prepare students to understand forms of human diversity by analyzing different social systems and values. Building on these courses, the second tier (Discovery) provides opportunities for students to apply disciplinary perspectives to a contemporary challenge or topic. Students will take four courses clustered around a theme. Finally, students will complete the Core with a culminating course, which is experiential and allows students to reflect on their Core learning while also envisioning how the Marquette experience positions them for plans and goals beyond Marquette.

While this proposal includes significant changes, it continues the tradition established by the current UCCS, including a prominent focus on Theology and Philosophy while also allowing students to explore a breadth of disciplines. This curriculum provides refinement through its intentional inclusion of a Jesuit process of educational development and creation of clear connections among courses. The result is an overarching narrative of the Core's rationale and significance, accessible for students and faculty. Because the Core continues to draw upon much of what is central to the current UCCS, several resources currently exist that will allow for the successful delivery of the Core, including the Center for Teaching and Learning, Assessment Director, the Office of Community Engagement, and the Division of Student Affairs. That said, some faculty resources will need to be shifted to cover two new courses (Inquiry and Culminating). Because of its emphasis on integrated and experiential learning, the Marquette Core will also require support to manage coordination of scheduling and faculty development.

B. Program Description

1. Goals of the program: The Marquette Core is intended to be a defining element of the Marquette educational experience. As a shared aspect of all students, the Core is designed to provide a curriculum that embodies what is distinctive about Marquette's Catholic, Jesuit mission and purpose. Different from a general education requirement,

the Core seeks to develop students who understand a process of interdisciplinary inquiry rooted in a Jesuit tradition that can be applied to contemporary professional and societal challenges.

2. Rationale for the program: Reports from the UCCS Program Review in 2014 and feedback from key stakeholders were the impetus for undertaking a revision process (see <http://www.marquette.edu/common-studies-revision/>). The current curriculum provides valuable subject content for students, but the structure and process did not provide students with a clear mechanism for understanding the relevance of the Core content and the interconnections among various aspects. This revision should help to provide students with a coherent, impactful, and distinctive academic experience.

Further, the proposed curriculum aligns with larger university-level strategic planning and vision. The strategic plan calls for more innovative approaches to higher education that are responsive to changing demands. This Core provides for interdisciplinary learning, the inclusion of high-impact practices, and the development of broad, global perspectives.

3. Curricular Requirements

MARQUETTE CORE REQUIREMENTS

Foundational Level Courses - 15 credit hours (Normally taken in years 1 & 2)

Foundations courses are designed to help students build a combined theoretical and practical base for subsequent learning both within the Core and throughout their undergraduate studies at Marquette. Foundations courses invite students to consider from multiple angles the wholeness and diversity of knowledge and its relevance to making change in the world. More specifically, they aim to engage students in contemplating, analyzing, and communicating with others about concrete situations in multidisciplinary ways, drawing in particular on theology, philosophy, and rhetoric.

Students' ability to engage people with fundamentally different backgrounds and experiences is foundational to our Jesuit mission and critical for an authentic 21st-century education. As such, the Foundations tier includes an Engaging Social Systems and Values requirement. The goal of this element of our curriculum is to prepare students for encounters with people whose social systems and values differ from their own. This requirement facilitates opportunities for all students to experience human diversity and helps them recognize the value of equity and inclusivity. Students will take a Foundational ESSV course sometime in their second or third semester at Marquette. Students will then have an opportunity to build upon their knowledge of foundational ESSV concepts and sharpen their skills with more sophistication and in a second, highly experiential, ESSV-designated course. The second level ESSV course can be a designated course within the Discovery tier or within a major.

Foundations in Theology: Finding God in All Things	3 credits
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Foundations in Philosophy: Thinking Philosophically	3 credits
Foundations in Rhetoric: Multimodal Speaking and Writing	3 credits
Foundations in Methods of Inquiry: (Variable title)	3 credits
Engaging Social Systems and Values Level 1 (ESSV) ¹	3 credits
	Total 15 credits

¹ Students will choose from a list of courses that fulfill the learning goals of this course. Courses will be identified in the bulletin.

Discovery Courses - 12 credits hours (Normally taken in years 2, 3 & 4)

The Discovery tier allows students to explore the ways in which multiple disciplines approach a particular question, challenge, or problem. Discovery courses provide an opportunity for students to build on their Foundations courses through an interdisciplinary set of related courses. Students will choose one theme that best connects to personal and professional goals for their Discovery requirement. Students will take 4 classes from a list of courses within that theme. Each student must take one course from each of three groups: 1) Humanistic, 2) Social Scientific, and 3) Natural Science and Mathematics. They must also select a fourth (elective) course from any one of the three areas. Note: only two courses may count toward a primary major.

Humanistic Discovery Course ¹	3 credits
Social Scientific Discovery Course ¹	3 credits
Natural Science & Mathematical Reasoning Discovery Course ¹	3 credits
Discovery Elective ²	3 credits
**Engaging Social Systems and Values Level 2 taken as a Discovery course or within the major	
	Total 12 credits

¹ Students will choose from a list of courses that fulfill the learning goals of this course. Courses will be identified in the bulletin.

² Students choose any course identified as part of chosen theme.

Culminating Course - 3 credit hours (Normally taken in year 3 or 4; Prerequisite: Completion of Foundational tier)

This three-credit course is an integration opportunity, emphasizing reflection upon, and application of, knowledge and skills developed in the Core for life beyond Marquette University. A special focus on vocation and discernment invites students to evaluate their coursework at Marquette alongside their own worldviews and transcendent commitments in order to identify ways they are uniquely equipped to work for justice in the world. A collaborative, interdisciplinary analysis of an enduring issue in the local or global community presents a test case for this integration of academic experience and

personal faith for the promotion of justice, providing the foundation for an analogical application to the lives and work of students after Marquette.

Service of Faith and the Promotion of Justice	3 credits
	Total 3 credits

4. Learning Outcomes

The Marquette Core leads to the following six learning outcomes:

(1) Responsible & Ethical Communicators

Marquette students can responsibly and ethically use written, spoken and visual communication to express ideas, create meaning, build relationships, foster understanding, and advocate for a better tomorrow.

(2) Moral and Ethical Actors

Marquette students can articulate appropriate professional and personal judgments that are rooted in an ethical and moral foundation and informed by Catholic, Jesuit thought. They seek to analyze the sources and implications of inequity for a stronger community and a just society.

(3) Citizens with Purpose

Marquette students will develop a sense of purpose professionally, personally, and as global citizens who demonstrate critically reflective discernment processes that are rooted in one’s sense of theological, intellectual, and personal commitments.

(4) Collaborators Engaging Social Systems and Values

Marquette students will develop skills to engage with a spectrum of people, communities and systems of value. They will be able to analyze the sources and implications of inequity, take steps to create more inclusive and collaborative social and professional processes, acting as people with and for others.

(5) Leaders in Discovery

Marquette students will advance the understanding of the world by identifying significant questions and then searching for answers based on a systematic process of discovery that is rooted in intellectual inquiry and the Jesuit liberal arts tradition.

(6) Global Problem Solvers

Marquette students are well-practiced in cooperative and cross-disciplinary problem-solving skills and they can present innovative solutions that draw from theological, philosophical, qualitative, and quantitative perspectives to address the increasingly blurred lines between local and global challenges.

A specific curriculum map is included with the plans for assessment in Section C of this proposal, “Assessment Plan.”

5. Inclusion of Jesuit Values and Educational Philosophy

This Core is rooted in Jesuit perspectives and values. The foundations of the Marquette Core will emphasize key aspects (Theology, Philosophy, and Rhetoric) of a Jesuit perspective. Foundations courses do not simply provide canonical knowledge or content. Instead, they invite students to consider the world from multiple angles, to engage the wholeness and diversity of knowledge and its relevance for making change and addressing inequity. The Engaging Social Systems and Values requirement emphasizes Marquette's mission to create men and women with and for others. The multi-disciplinary approach of the Discovery tier provides the means for students to understand the wholeness of knowledge and to apply Jesuit foundational principles to complex social issues of our time. Finally, the culminating experience provides a moment to put the Core learning in action through its experiential component and intentionally incorporates reflection on Core learning and students' sense of vocation and purpose. In this way, the structure and content reflect models of Jesuit Pedagogy with an emphasis on Context, Experience, Action, Reflection, and Evaluation.

The Core links further to Marquette's mission in the Inquiry courses, in which variable topics will be selected based on their connections to Marquette's mission. The Culminating course includes an explicit focus on integrating previous coursework to facilitate discernment of students' post-Marquette vocations.

6. Constituency Served

The Core will be required of all Marquette undergraduate students. The Core is designed to be distinct from, while complementary to, all majors.

7. Facilities to be used

No additional facility space required beyond currently available classroom spaces.

8. Library Resources

No additional library resources required.

9. Timeline for new curriculum initiation

The Marquette Core will be implemented beginning the Fall Semester of 2018. The curriculum will be phased in. Simultaneously, the UCCS will be discontinued through a phased teach-out plan. All students entering University Fall Semester 2018 or later will be required to complete the Marquette Core. Student entering prior to this date will complete the UCCS.

10. Impact on existing curriculum

While many current offerings of the UCCS may be offered in the Marquette Core, the UCCS will be replaced by the Marquette Core. The total number of required courses for the Core is largely commensurate with current UCCS requirements. While the total number credits is smaller, this revision eliminates much of the overlap between the Core and the majors. In addition, dual application courses have been eliminated.

11. List of new courses

Foundations in Theology - substantial revision - see Appendices
 Foundations in Philosophy - substantial revision - see Appendices
 ENGL Foundations in Rhetoric - substantial revision - see Appendices

Foundations in Methods of Inquiry - new course - see Appendices
 ESSV Requirement - new requirement (multiple course options) - see Appendices
 Discovery Courses - existing courses with new selection/inclusion requirements - see Appendices
 Service of Faith and the Promotion of Justice - new course - see Appendices

12. List of faculty

As the Core is a shared responsibility of the entire campus community, all regular and participating faculty will be eligible to teach Core courses.

13. Level of quality that can be achieved with resources

The faculty taskforces who developed this proposal believe that the Core can reasonably be delivered with modest additions to current resources. The greatest resource needs will be faculty development and administrative coordination of courses. The Core is based on research in current best practices in higher education and has employed the expertise of faculty across campus. The Core Revision Facilitation Group has consulted with national experts during the process and received encouraging feedback.

14. Indicators of program quality to be achieved in 5 years

Program quality will be measured through assessment and Senior exit surveys.

15. Special needs

Not applicable

16. Any off campus sites for teaching

Not applicable

C. Assessment Plan

Assessment of the course will be managed at both the course level and at the programmatic level. Outcomes 1, 2, and 3 will be assessed initially through assignments in the foundation tier courses. Outcome 4 will be assessed in designated ESSV courses. Outcomes 5 and 6 will be assessed in Discovery courses. To be included in Discovery themes, courses will be required to identify assignments that address the Core learning outcomes. Finally, the projects and reflective assignments in the Culminating Course will provide data for assessment of all 6 outcomes.

I=Introduced; D= developed/reinforced; M=mastery; A=assessment evidence collected

	1 Communicators	2 Moral Ethical Actors	3 Citizens with Purpose	4 Collaborators ESSV	5 Leaders in Discovery	6 Global Problem Solvers
THEO Foundations		I, A	I, A			
PHIL Foundations		I, A	I, A			

ENGL Foundations	I, A	D				
Methods of Inquiry	D	D			I	
ESSV Foundation	D	D, A	D	I, A		
ESSV 2nd Level	D	D, A	D	M, A		
Discovery Courses*	D, A	D	D	D	D, M, A	I, D, A
Culminating Course	M, A	M, A	M, A	A	A	M, A

* Students take 4 Discovery courses

D. Accreditation

The Core fulfills a significant part of university-level accreditation requirements for general education, though it is not a standalone program. The proposal taskforces consulted with academic programs across Marquette who do have separate accreditation requirements to ensure needs are met.

E. Impact on Existing Programs and Courses

These proposed changes will require some academic programs to make adjustments not in the requirements taken by students but in the timing. As a result, some academic program requirements may need to be altered to accommodate the creation of new Core courses, as well as the revision or deletion of some existing UCCS courses.

F. Courses External to Department Offering Program (not applicable)

G. Courses taken off-campus (not applicable)

H. Market Demand Analysis

Market demand analysis is based on the UCCS Program Review, previous assessment reports and input from students, faculty and staff. Data can be found at:

<http://www.marquette.edu/common-studies-revision/>