

Modifications to Marquette Core Revision Proposal

The Core Proposal Modification Committee reviewed input from college sessions and from suggestions submitted via email to uccs@mu.edu. Several faculty and staff submitted a broad range of ideas, comments and feedback. The engagement across campus provided an excellent opportunity for reflection upon the Core and modifications that will allow students to achieve the learning outcomes. The Modifications Committee made two revisions to the proposal based on the feedback. In addition to the feedback, the Modifications Committee considered each suggestion in the context of Core learning outcomes, the totality of the proposed curriculum itself, requirements of each college, and relevant data that has been gathered throughout the entire revision process.

Two modifications were made to the proposal:

1. Specification that Theology and Philosophy departments should collaborate and be primarily responsible for the **culminating** of the culminating course.

This specification comes out of several responses and questions regarding a larger understanding of expectations associated with Marquette's Jesuit, Catholic mission and identity. Given the essential connections between Philosophy and Theology in the Catholic Jesuit tradition, and the traditional role of Theology as an integrative discipline in the Jesuit University, the specification that these departments will be primarily responsible for the **culminating** of the culminating tier course directly addresses these concerns. However, other departments are not excluded from participating in the culminating course. In addition, identifying the course with specific units will allow for greater consistency in delivery, addressing concerns about the student learning experience at this level of the Core.

2. Writing Intensive, Writing Instruction Requirement Added

Across the different college listening sessions and in feedback sent to the committee, many faculty voiced greater support for increased time devoted to writing, writing instruction and writing revision. Beyond including writing assignments across core courses, and given the campus's support for writing as a key Core outcome, it was suggested that a second level writing requirement be added. This writing intensive requirement may be fulfilled via specific advanced writing courses, the use of course embedded tutors or other qualified experiences. The requirement can be fulfilled within the Core or outside of the Core, i.e. a course in the major.

When the Modifications Committee met and reviewed suggestions, it was important to separate primarily curricular questions/suggestions from questions that leaned more towards logistics and implementation. For example, several comments addressed a need for the curriculum to be transfer friendly, to continue provide opportunities for students to study abroad, participate in internships, co-ops, and clinicals, and to provide clarity for student advising. All of these issues will be addressed during the implementation phase that will begin as early as May 2017.

In order to maintain the campus's overwhelming desire to build a core curriculum that is distinctive, developmental and integrated, it was not possible to adopt all the recommendations. Likewise, the Modifications Committee respected the previous contributions, stated priorities

and the suggestions that have, and have not, persisted over the past two years of data collection.

1. Some faculty requested a specific language competency requirement. Drawing from information at peer institutions and being mindful of the many competing demands created by the various college curricula and accreditation requirements, it was determined that this could not be practically accomplished in this next iteration of the Core. The Modifications Committee respects the arguments presented about the value of competency in more than one language as we prepare Marquette students to engage in a global society and encourages individual colleges and the university community as a whole to continue to reflect on this topic
2. A number of faculty asked about adding restrictions or specifications to the Modes of Inquiry courses and/or Discovery tier that would provide for the specific inclusion of natural science. In keeping with the spirit of a more tightly integrated Core while still maintaining flexibility for students, no additional restrictions or specifications were added. Even without an additional requirement, the Modifications Committee expects that the natural sciences will play a prominent role in this integrated core through the Methods of Inquiry courses and the Natural Sciences and Mathematical Reasoning thread in the discover tier.
3. Finally, the group received a request to modify the core learning outcomes to include specific language around sustainability and to include a specific requirement for sustainability. Because our current learning objectives are broad and not topical and this is more of a topical objective, the proposed changes were not adopted. However, the committee believes that sustainability can be addressed in many ways throughout the curriculum. For example, sustainability could be included as a topic for sections of the Modes of Inquiry course, as a theme in the Discovery tier, and/or as a focus of a section of the culminating course.

The Modifications Committee recognizes the time and thought that colleagues across campus have put into this process. The number of submissions for suggestions and questions was robust and reflected the larger campus's commitment to excellence in undergraduate education across the curriculum. We look forward to passing these suggestions forward and anticipate a fruitful discussion of many of them in the implementation stage.