

Learning Outcomes

Learning outcomes for each knowledge area, finalized by faculty in spring '05, can be found at <http://www.marquette.edu/coreinfo/> . The three outcomes for each area constitute a promise we make not only to our students, but to one another, that we will enable the people enrolled in our core courses to achieve these fundamental goals. Although your core course likely has additional learning objectives, it needs to meet these learning outcomes for its knowledge area. With that in mind, I ask you to print the learning outcomes for the relevant knowledge area(s) on the syllabi of your core courses so that students understand what they are meant to achieve with respect to your knowledge area and how your course enables them to do so.

1. Programmatic Student Learning Outcomes:

Therefore, first of all, if you do happen to be teaching a core curriculum theology course, here again are the student-learning outcomes to be put in your syllabi for all theology *core* courses:

UCCS: "THEOLOGY" Knowledge Area

- 1. Describe theologically the basic content of the Catholic faith in relation to other Christian and religious traditions as well as other world views.*
- 2. Interpret theological texts and frameworks in their historical contexts.*
- 3. Articulate implications of Christian faith for growth in holiness and promotion of justice in the contemporary world.*

If, however, you happen to be teaching one of the advanced required courses for Theology Majors, here are the student-learning outcomes to be put in your syllabus for Theology Majors courses:

Theology Majors Learning Outcomes

- 1. Demonstrate knowledge of the basic categories of theological reflection: biblical, historical, systematic and ethical.*
- 2. Analyze texts for their theological content according to their particular literary genres and historical contexts, using effective theological argumentation.*
- 3. Utilize effective theological methods of research and argumentation.*

If you happen to be teaching courses for the regular Theology M.A., here are the student-learning outcomes to be put in your syllabus for M.A. courses:

M.A. Program Learning Outcomes:

- 1. Articulate basic concepts in biblical, historical, and systematic theology and theological ethics.*
- 2. Utilize appropriate data and methods in theological argumentation and writing.*
- 3. Comprehend theological sources in at least one modern foreign language.*

If you happen to be teaching one of the required courses for a Theology M.A.C.D. here are the student-learning outcomes to be put in your syllabus for M.A.C.D. courses:

MACD Program (Master of Arts in Christian Doctrine) Learning Outcomes:

- 1. Articulate basic theological concepts in Scripture, Church History, and Christian Doctrine.*
- 2. Relate historical and social contexts to the discussion of theology and evangelization.*
- 3. Produce analyses based on critical interpretations of Christian texts and theological reflections.*

Finally, if you happen to be teaching one of the courses for a Theology Ph.D., here are the student-learning outcomes to be put in your syllabus for Ph.D. courses:

Ph.D. Learning Outcomes:

- 1. Make scholarly contributions within a specialized field of theology.*
- 2. Demonstrate ability to teach theology or religious studies at a post-secondary level.*
- 3. Comprehend theological resources in **historically significant languages** (e.g., Latin, Greek, Hebrew) and in **internationally used languages** (e.g. German, French, Spanish)*

2. Course-Specific Student-Learning Outcomes:

Notice that, in addition to asking that all Marquette teachers include in their course syllabi the UCCS learning outcomes for the knowledge area core courses they teach, Dr. Krueger in the quote above also indicates that faculty members should formulate student-learning outcomes specific to each particular course they teach, and include them as well in their syllabi. That is, some statement about what the primary learning goals are that this particular course is aiming to achieve.

Furthermore, the University requires that each Department have on file copies of syllabi for *all* the courses - -- undergraduate and graduate --- currently being taught in that Department, syllabi which contain both the programmatic student-learning outcomes and the course-specific course learning outcomes are listed.

3. Specific Request:

Therefore I write to ask you:

- As you compose your syllabi, **include both sets of student-learning outcomes** in them: (a) the programmatic outcomes and (b) the course-specific student-learning outcomes. Doing so will allow students see just what your course is intended to achieve and therefore make them better able to learn, and it will possibly even help faculty in giving focus to their courses.
- Please send a copy of each separate syllabus electronically to Ms. Cynthia Howard at Cynthia.howard@mu.edu by the end of the first week of classes, that is, **Friday, September 4, 2009**.