Marquette University Core Revision Proposal: #1

Executive Summary:

This proposal provides a framework for a tiered and sequential Core of Common Studies that features the following priorities:

--a fully integrated sequence of first-year courses
--interdisciplinary and team-taught learning
--writing and communication skills
--flexibility
--the opportunity to explore fields complementary to students’ primary courses of study
--the opportunity to explore fields of personal interest to students
--a capstone experience that provides flexibility, but also a mandate to end students’ careers with a purposeful examination of the knowledge and skills they have attained.

Our proposal features a slightly smaller number of credit hours than the current core. It will require a significant adjustment in departmental and college teaching assignments, although not a significant change in current departmental staffing. Resources will be required to facilitate curriculum development and, possibly, to hire long-term participating faculty.

Key Features:

- Team-taught courses (all three of the thematic, first-year courses)
- Includes a capstone
- Smaller # of credits than UCCS
- TEDx component in first-year sequence
- Alternative version stressed “communicating in the world”
- Stresses need for long-term faculty development/participating faculty
<table>
<thead>
<tr>
<th>Core Framework (Version 1)</th>
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<tbody>
<tr>
<td><strong>Capstone course featuring research and writing as appropriate 3 credits</strong></td>
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<tr>
<td>--Engage in evidence-based research by asking interesting and important questions, collecting and analyzing appropriate data, and considering the implications and limitations of the findings.</td>
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<td>--Use quantitative and qualitative evidence in the evaluation, construction, and communication of arguments in public, professional, and personal life.</td>
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<td><strong>Three courses taken in one field outside student’s major</strong></td>
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<td><strong>9 credits</strong></td>
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<td>At least one fulfills this learning objective: Create and execute scholarly projects that deploy multiple electronic applications and technologies.</td>
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<tr>
<td><strong>Writing Intensive Class (including ENGL 1002, COMM 1100, or other existing or new courses)</strong></td>
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<tr>
<td><strong>3 credits</strong></td>
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<tr>
<td><strong>EXPLORING HUMAN SOCIETY AND HERITAGE</strong></td>
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<td>--Demonstrate an understanding of broader cultural, historical, theological, or conceptual contexts of particular issues, ideas, objects, or events past and present.</td>
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<tr>
<td>--Explain the formal and informal structures and processes that make social systems, governments, and economies work.</td>
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<tr>
<td><strong>UNDERSTANDING AND MEASURING THE PHYSICAL WORLD</strong></td>
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<tr>
<td>--Demonstrate scientific, quantitative and information literacy through decision making and action.</td>
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<tr>
<td>--Employ mathematical and statistical methods to analyze and develop solutions for problems arising from real-world situations.</td>
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<tr>
<td><strong>FINDING MEANING</strong></td>
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<tr>
<td>--Make appropriate professional and personal judgments rooted in a clearly articulated ethical or moral foundation.</td>
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<td>--Evaluate specific community problems in light of philosophical and theological frameworks.</td>
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<tr>
<td><strong>COMMUNICATING English 1001</strong></td>
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<tr>
<td>--Communicate effectively in writing, speaking and artistic expression.</td>
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<td><strong>TEDx series</strong></td>
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<td>--Series of events and online videos/modules presenting multiple perspectives, research and innovative approaches to impacting a common issue/problem</td>
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<td>--Content can be integrated into other courses in Level 1</td>
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<tr>
<td>--Experiences are available to all campus but required for first year students and must be accounted for in some way</td>
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Marquette University Core Revision Proposal: #2

Executive Summary:

The envisioned diagram proposes a Marquette University Core Jesuit Charism model. This proposal envisions MU colleges working collaborative to integrate the Core Jesuit Charism model within the core knowledge areas courses distributed in ways the MU community may not have previously considered. The proposal is a brief summarization of the MU Core Jesuit Charism model. The model consists of levels illustrated in the diagram below. The goal is to create a transformational Ignatius education for all Marquette students. The proposed model address the President/Provost charge based on the University Academic Senate (UAS) recommendation to identify a proposal for a more integrated core. The proposed integrated core is a unified model integrating the learning outcomes into targeted courses that will engage the MU student academically and build competency in their field of studies. The model also address the future needs of the colleges. The following is the snapshot of the model.

Key Features:

- Uses existing knowledge areas differently
- First-year required course on Jesuit teachings and inclusive culture at Marquette
- Core outcomes embedded into majors/minors
- Cross-disciplinary capstone with applied component
- Capstone would also stress critical thinking, communication, ethics, diversity and social justice
The core knowledge areas have historically been organized into the 12 courses (or 36 credits). In this revised model, the initial freshman/sophomore stage would be organized into a distributed model to build understanding in a set of categories related to the learning outcomes (number to be determined) and accomplished by creating identified "core courses" that are targeted course based on specific learning outcomes.
Executive Summary:

The Core Curriculum is the explicit mechanism for the academic delivery of the Mission of the University. While the myriad values embedded within the University Mission ("the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others") may be given life in individual courses, this proposed framework is a series of student-centered seminars and experiences that will ensure this essential promise is upheld. Grounded in the Ignatian Pedagogical Paradigm and modeled in part on the Eloquentia Perfecta seminars which are part of the Fordham University Core Curriculum, the Marquette Core Seminars are one-credit seminars that students take during their first, second and third years initially to assist in their transition to college and ultimately to provide a delivery mechanism for the values-based, interpersonal components of the mission.

Key Features:

- Three 1-credit classes, focusing on competencies derived from Catholic Jesuit mission (developing concern, understanding through reflection, acting toward social justice)
- Focus on bringing curiosity, practical social justice, and sense of self in a global context into the core
- Bulk of the core structure not addressed; this component could fit into many core designs
Seminars

Junior: Engage and Act in the world

Sophomore: Reflect on one's role in the global community

Freshman: Connect with the community

Core Courses

Interactions Integration
Executive Summary:

The proposed framework is a two-tier Core designed to promote knowledge, competencies, interdisciplinarity, experiential learning, community, and Marquette’s Catholic, Jesuit identity.

* The initial tier, consisting of 18 credit hours, is based on the existing University Core of Common Studies, with an emphasis on the traditional foundations of Jesuit education. Unified by the theme of “Men and Women for Others,” it encompasses five knowledge areas. Integrated courses in theology, philosophy and rhetoric contribute to a cohesive first-year experience, while introductory courses in mathematics and science allow students pursuing professional degrees in science and engineering to begin satisfying major requirements in their first year.

* The second tier consists of 18 credit hours spread across years 2-4. Unified by the theme “Agents of Change,” it encompasses five multidisciplinary competencies conceived to support and advance Marquette’s Jesuit mission: Diversity, Global Awareness, Ethical Citizenship, Environmental Justice, and Arts.

Throughout the Core, integration is achieved through a variety of methods, including paired courses, experiential learning, and advanced writing in the disciplines.

Key Features:

- The first tier includes elements of the existing UCCS (excluding ISB, diversity, and lit)
- Second tier takes a thematic distributional approach, with five topics (diversity, global awareness, ethical citizenship, environmental ethics, and arts).
- Each of the second tier topics requires one course, except for ethical citizenship, which requires two courses
Foundations (Knowledge Areas)
- Rhetoric + Composition (2)
- Theology (1)
- Philosophy (1)
- Science (2)
- Math (1)

Year 1:
Men and Women for Others
(18 cr. hrs.)

Integrations (Throughout the Core)
- Paired Courses
- Experiential Learning
- Writing in the Disciplines, Advanced Writing

Years 2 - 4:
Agents of Change
(18 cr. hrs., incl. experiential learning)

Explorations (Competencies)
- Diversity (1) courses in many departments, disciplines, colleges
- Global awareness (1) FOLA, History, Social Sciences, English, etc.
- Ethical citizenship (2) Phil/Theo + SOWI, Nursing, Education, Engineering, Comm.
- Environmental ethics (1) courses in many departments, disciplines, colleges
- Arts (1) Engl., FOLA, THAR, Haggerty, Music, Performance, etc.
Marquette University Core Revision Proposal: #5

Executive Summary:

What follows are just some thoughts respecting a proposal for the Revision of the Core.

The first question is: Should we have a Core of Common Studies? It's possible, though highly unlikely, that the Core will be scrapped. We take the probability of this to be almost zero. The very fact that we are tasked with providing suggestions for revising the core strongly suggests that the university is committed to a core. But the possibility needs to be mentioned.

Assuming that there will be a core, we identified what we regard as (1) desiderata and (2) the parameters that constrain their implementation. Given (1) and (2), our task was to propose a general structure for the core that, in our judgment, maximally secure the desiderata within those parameters.

To that end, we made a checklists of desiderata and constraints.

Key Features:

- Ends up as a distributional design because of constraints
- “Core understanding” course early on
- Capstone course at the end
- Capstone could focus on Ignatian pedagogy as a theme
Executive Summary:

We suggest that the core curriculum should comprise common shared interdisciplinary experiences for students across all undergraduate colleges to integrate learning in and outside the classroom. We envision the structure of the model as an atom (please see Power Point) across the undergraduate curriculum (Fink, D. 2013) with intersecting orbits using high-impact educational practices, HIP’s. (Kuh, G. 2008) along with Ignatian Pedagogy practices and the mission of Jesuit education [ICAJE], I. C. 1993) There are synergistic relationships across courses and experiences identified in this proposal for the core revision to achieve the Faculty learning outcomes from Survey 2 and align them with the mission of Jesuit Education. We recognize that annual faculty development within and across units is necessary to bring this proposed core revision to fruition.

Key Features:

• In practice, the orbits lead to a distributional approach, but with greater potential for overlap and connections than UCCS
• Non-tiered (foundations can go through 4th year)
• “Application” orbit includes service learning, internships, and study abroad
• “Integration” orbit includes a capstone course
• Faculty development stressed as a necessity
Adapted from Fink’s Taxonomy of significant learning 2013
Marquette University Core Revision Proposal: #7 and #8

Executive Summary:
This model promotes both vertical and horizontal integration throughout the core. Vertical integration begins with the “Marquette Seminar,” a common first semester course that will draw on educational research and Ignatian pedagogy to help each student develop a question or set of questions that he or she wishes to pursue at Marquette. Subsequent courses in the core will introduce students to distinct methods of inquiry, providing the tools to evaluate their unifying questions from diverse disciplinary perspectives. These courses will be horizontally integrated by a common focus on methodology and a consistent incorporation of a student’s unifying question(s). Finally, a Senior Seminar provides additional vertical integration during the last semester, explicitly asking students to apply the different methods of inquiry to their unifying questions and to unite this process with their professional training to create a clear sense of the contributions they might make to social transformation after Marquette.

Key Features:

• Inquiry is an important focus

• Vertical integration across three tiers: “Marquette seminar,” methods of inquiry, senior seminar

• Horizontal integration: Focus on methods and the student’s chosen questions (students choose questions early on that they want to explore in the core)

• Use of student questions allows for a thematic approach without dictating a small number of set themes
Executive Summary:

In this proposal, we advocate for a tiered framework. Tier 1 (Foundational Knowledge and Skills, years 1-2) involves five components: Human Nature, Scientific Research and Human Understanding, Writing and Communication, Mathematical Reasoning, and Theological Inquiry. Tier 2 (Exploration and Discovery, years 2-3), has four components: Intercultural Awareness (U.S.), Intercultural Awareness (Global), Logic and Empirical Discovery, and Ethical Discernment. Tier 3 (Integration and Action, years 3-4) includes three elements: Argumentation and Communication, Citizenship and Community Engagement, and Action and Evaluation.

This proposed structure for a new Core is based on evidence from on-campus surveys and listening sessions, including faculty views of possible learning outcomes; guidelines of the Core Revision Charge document; and Marquette’s stated Mission, Guiding Values, and Strategic Plan. It provides an early foundational experience, increases integration, combines sequence and flexibility, and provides students the chance to connect the Core more deeply to the entirety of their Marquette experience.

Key Features:

- Tier 1 based on existing UCCS (like Model 4)
- The foundational courses in Tier 1 would have limited options
- Topics in Tier 2 and 3 are more interdisciplinary and would likely require new courses
- Proposal stresses the need to teach core courses differently from regular courses and will require incentives for instructors to connect their courses to other courses in the core
- Tier 3 involves one core-major connection course and one service learning course
Proposed Model for the Structure/Delivery of the Core of Common Studies

Integration and Action (Years 3-4)

Exploration and Discovery (Years 2-3)

Foundational Knowledge and Skills (Years 1-2)
Executive Summary:

This Core is designed around the interrelated principles (taken from the current Mission Statement and Guiding Values) of Cura Personalis, Academic Excellence, and Service and Leadership. It retains the distributional requirements of the current Core as foundations. Three new integrative requirements focus students’ attention on Core values instead of Core classes:

The First Year Seminar transitions students to college-level thinking, encourages them to explore something new, and introduces the Core as an Ignatian, “heart and mind” process that will encompass their entire education.

The Real World Project requires students to apply their developing skills outside the classroom and explore solutions to real world problems as people “for and with others.”

The “Leading in Work and Life” course asks students to enact Ignatian values as they prepare to leave college, ready “to change and improve ourselves, our community, and the world.”

Key Features:

- Tiered approach, with an overlapping circles visual
- Foundational courses
- First-year seminar, taught as interdisciplinary courses
- “Real World Project” in years 2-3
- “Leading in Work and Life,” years 3-4
- Stresses the need for faculty development
Executive Summary:

This proposal for the core puts integration at the center and emphasizes a process of engaging the world rather than a particular focus on specific content. The model works with a tiered approach to requirements in which students take a team taught, interdisciplinary seminar in their first year (two courses across the first year. These seminars would focus on a mission-based theme. During their second and third years, students will be required to complete five fundamentals courses that continue to the themes of the foundation courses but do so through the lenses of the various perspectives of each of the colleges. A capstone/culmination course offered by the majors would complete the core experience. The capstone offerings would include: a focus on a mission-related theme and a culminating, experiential project.

Key Features:

- Tiered approach
- Two-course, first-year seminar
- Fundamentals courses in years 2-3, taught by the colleges
- Capstone in the major (year 4)
Men & Women for Others Disciplinary Capstone

Year 4

Arts and Science: Humanities Core - required by all students

Year 2 & 3

Health Science Fundamentals

Shared "Components" across core course. Content TBD by each college or course instructors

Diversity, Experience, Discipline

College of Business Fundamentals

Arts and Sciences: Science Fundamentals - required by all students

College of Education Fundamentals

Foundation courses

Year 1

Foundations 1 & Foundations 2

College of Communication Fundamentals
Marquette University Core Revision Proposal: #12

Executive Summary:

This proposed core framework has two components: A common experience that all students will share, and a flexible component that may be different for different domains or majors. Both the common and flexible parts can include integration. Integration in this framework could either be by pairing core courses (e.g. rhetoric and theology) or by integrating within a team-taught course with a hybrid syllabus. This framework can be targeted at some of the most multi-disciplinary outcomes that were brought up by the Marquette community. Integrating courses in the core will necessitate a conscious plan for faculty to form a cohesive core and faculty will be incentivized to collaborate in interesting ways.

Key Features:

- Distributional approach
- Topics include math, science, languages, rhetoric, writing and communication, philosophy and theology
- Also a set of “constrained electives”
- Paired or team-taught courses to enhance integration
Marquette University Core Revision Proposal: #13

Executive Summary:

The proposed model is envisioned as a series of concentric circles with Catholic, Jesuit, and Ignatian principles at their core. Surrounding circles represent fundamental values and purposes of (Christian) humanism to be taught in all colleges and programs. Each circle can be bisected by wedges representing given skills and competencies. The core would be integrated to encompass interdisciplinary courses fulfilling more than one skill or competency. Both the revision of current courses and the development of new courses will support the Core.

Key Features:

- Inner circle is the core of the core, focusing on the values of a Catholic, Jesuit education
- Circle 2 focuses on communication; circle 3 centers on Philosophy and Theology; circle 4 includes History and Social Science; circle 5 focuses on math and science
- Desire for service learning, internships, interdisciplinary and team-taught courses
Executive Summary:

This proposal for the core curriculum seeks integration not only in its content, but in its embracing of both an intentional focus on inquiry in the Jesuit and liberal arts tradition and a growing need to prepare students for careers and community life in an ever-changing world. To do this, all students will share the common experience of a two sequence introduction to what many may recognize as Jesuit Way of Proceeding. Building on these courses, students will choose two discovery seminars from a list of 6 – 10 possible theme based seminars. Students will choose 3 engagement courses that follow from one of the two discovery seminars. This will provide more in-depth exploration into the themes and show how themes might be viewed from diverse disciplinary perspectives. Finally, students will complete core experience with a capstone experience that asks them to draw from the Way of Proceeding, their engagement with their chosen them and apply it to address a “real-world” challenge.

Key Features:

- Thematic, with students choosing their themes
- Formative, first-year experience (Jesuit “Way of Proceeding”)
- First-year courses will be lecture with peer mentoring
- Discovery seminars (mission-based thematic courses) in years 2-3
- Years 3-4 involve engagement courses in the chosen theme
- Capstone experience, with a community-based and integrative project
- Fewer credits than existing UCCS
Marquette Core Curriculum: Discovering, Engaging & Changing Our World

Senior Year
Choose a capstone that is within your chosen engagement theme. Capstones will address a social problem, challenge or opportunity. All capstones will include a community engagement project.

Third & Fourth Year
Students choose 3 courses from theme based groupings of courses. Two of three courses must be outside a student’s major.

Second Year
Each student chooses 2 discovery seminars. Focus on development of communication skills with emphasis on writing, public presentation/speaking, and advocacy. Introduce the engagement themes and build on key tenets introduced in Core 1001 & 1002.

First Year
Two courses that orient students to a mode of inquiry that explore the foundations of human experience and engagement — with other people, with their communities, the global community. Focuses on questions of philosophical thinking, spiritual, theological commitments, and diversity.

A Way of Proceeding:
Core 1001 & Core 1002 (2 Courses)
Executive Summary:

We propose a new core structure based on the notion of Connections. The proposed framework utilizes three thematic “pathways,” creates multiple opportunities for students to connect courses and experiences within each of these pathways, and culminates with students connecting their core course experiences to courses in their college or major. The proposal is consistent with the goals specified in the Charge document, on-campus surveys and other relevant data, and Marquette’s stated values.

Key Features:

- Thematic with relatively rigid sequencing
- Three pathways (Connecting to Our World; Connecting to Each Other; Connecting Ideas and Action)
- Each pathway has a foundational course, taken in year 1
- Three-course sequence within each pathway in years 1-4
- One college or major-focused project course in each pathway (counts toward major or college requirements)
**Connections: A Proposed Framework for a Thematic, Integrated Core of Common Studies**

**THEME 1: Connecting to Our World (12 credits):**
- Science and Society (Year 1-2, 3 cr)
- Geography (Year 2-3, 3 cr)
- Global Diversity (Year 3-4, 3 cr)

**THEME 2: Connecting to Each Other (12 credits):**
- Identity Diversity in the U.S. & Milwaukee (Year 1-2, 3 cr)
- Ethics, Citizenship, and Civic Engagement (Year 2-3, 3 cr)
- Social Justice (Year 3-4, 3 cr)

**THEME 3: Connecting Ideas and Action (12 credits):**
- Introductory Writing (Year 1, 3 cr)
- Faith and Reason (Year 1-2, 3 cr)
- Logic and Critical Thinking (Year 2-3, 3 cr)
- Communication and Argumentation (Year 3-4, 3 cr)

One College or Major Project Course Linked to THEME 1
One College or Major Project Course Linked to THEME 2
One College or Major Project Course Linked to THEME 3