

**September 2005**

**Core Curriculum Review Committee: Information and Procedures**

**Voting Committee Members**

Dr. Ellen Eckman, Education (S 2006)  
Dr. Linda Laatsch, Health Sciences (S 2006)  
Reverend John Laurance, SJ, Theology (S 2006)  
Dr. Kristina Ropella, Engineering (S 2006)  
Dr. Sandra Ramey, Nursing (S 2007)  
Dr. Bonnie O'Neill, Business (S 2007)  
Dr. Carla Hay, History (S 2007)  
Dr. John Moyer, Math (S 2007)  
Dr. John Boly, English (S 2007)  
Dr. Stephen Franzoi, Individual and Social Behavior (S 2008)  
Dr. Ruth Howes, Science and Nature (S 2008)  
Ms. Phylis Ravel, Diverse Cultures (S 2008)  
Dr. Pol Vandavelde, Human Nature and Ethics (S 2008)  
Ms. Cheryl Coan, Professional Studies (S 2008)  
Dr. William Thorn, Diederich College of Communication (S 2008)

**Director (non-voting)**

Christine L. Krueger (S 2008)  
Raynor Library 320 G, ex. 86862  
office hours: T, W, Th 1-5

**Meetings**

First and third Wednesdays, 4-5, or 7-8 AM, as needed

**Attendance**

Committee members who are unable to attend three consecutive meetings are asked to consider resigning.

**Agenda**

Agenda will be emailed to committee members by the Monday preceding meetings  
Committee members are asked to submit agenda items to director one week prior to meetings

**Minutes**

Director will record minutes and circulate draft minutes by email

## **General Procedures**

Meetings will follow conventional rules of order (substitute tabling for 2-meeting rule?)

Proxy votes may be submitted via email or in writing to director up to 24 hrs. before meeting

Sub-committees (beyond Review committees) will be formed as needed

## **Core Course Review Subcommittees**

- I. Diverse Cultures, Literature and Performing Arts
  - Ellen Eckman (chair)
  - Bonnie O'Neill
  - Phylis Ravel
- II. Rhetoric, Mathematical Reasoning
  - John Moyer (chair)
  - John Boly
  - William Thorn
  - Cheryl Coan
- III. Individual and Social Behavior, Histories of Cultures and Societies
  - Linda Laatsch (chair)
  - Carla Hay
  - Stephen Franzoi
  - Sandra Ramey
- IV. Science and Nature, Human Nature and Ethics, Theology
  - Kris Ropella (chair)
  - Fr. John Laurance
  - Pol Vandavelde
  - Ruth Howes

## **Student Learning Outcomes for the Knowledge Areas**

Adopted May 23, 2005 and effective fall semester 2005

### **Rhetoric (2 courses)**

At the completion of core studies the student will be able to:

1. Use rhetorical strategies and processes to analyze and compose texts.
2. Produce effective written, visual and oral texts, given diverse purposes, genres and audiences.
3. Explain the importance of ethics in academic, civic, and professional applications of rhetoric.

### **Mathematical Reasoning (1 course)**

At the completion of core studies the student will be able to:

1. Evaluate the effectiveness of the mathematical sciences in describing the world.
2. Analyze quantitative information symbolically, graphically, numerically, and verbally for the purpose of solving problems or drawing conclusions.
3. Construct logical arguments in support of mathematical assertions.

### **Science and Nature (1 course)**

At the completion of core studies the student will be able to:

1. Demonstrate knowledge of major concepts, tools and methodologies in one of the natural sciences.
2. Understand processes, limitations and ethics of scientific inquiry.
3. Use scientific inquiry to solve problems and evaluate information.

### **Diverse Cultures (1 course)**

At the completion of core studies, the student will be able to:

1. Identify differences and similarities in communication, values, practices, and beliefs between one's own culture and other cultures.
2. Explain how categories of human diversity (such as race, gender, ethnicity, and disability) influence personal identities and can create structural and institutional inequity.
3. Critically reflect upon one's personal and cultural presuppositions and how these affect one's values and relationships.

### **Individual and Social Behavior (1 course)**

At the completion of core studies, the student will be able to:

1. Understand central concepts, theories, and methods used to explain individual and social behavior in one of the social and cultural disciplines.
2. Use knowledge of social scientific methods to analyze examples of individual and social behavior.
3. Evaluate the applicability of social scientific knowledge for understanding individual and social behavior in particular contexts.

### **Histories of Cultures and Societies (1 course)**

At the completion of core studies, the student will be able to:

1. Demonstrate an understanding of the discipline of history, in particular the application of historical methodologies in the formulation of plausible interpretations of human behavior in past centuries.
2. Demonstrate an understanding of how societies develop over centuries through the complex interaction of socio-economic, political, religious, and other cultural forces including historical memories constructed by successive generations.
3. Demonstrate an understanding of continuities and differences between the past and the present.

### **Literature/Performing Arts (1 course)**

At the completion of Core studies, the student will be able to:

1. Produce oral and written assessments of literary and cultural texts and/or performances using the language and concepts of one of these two knowledge area disciplines.
2. Articulate how literary and cultural texts and/or performances can transform one's understanding of self, others, and communities.
3. LIT-specific outcome:  
Apply the methodologies of literary criticism to representative works of literature.
4. PA-specific outcome:  
Engage with artistic expressions to understand the creative process.

### **Human Nature and Ethics (2 courses)**

At the completion of core studies the student will be able to:

1. Assess views of human nature in various philosophical traditions, including classic Greek and Catholic philosophical traditions.
2. Argue for one of the major ethical theories over another in terms of philosophical cogency and practical outcome.
3. Use philosophical reasoning to develop the student's own position on central issues in human nature and ethics, for example, the relation between mind and body, the problem of freedom and determinism, the spiritual and affective dimensions of human life, the extent of human knowledge, the justification of moral judgments, and the elucidation of moral norms.

### **Theology (2 courses)**

At the completion of core studies the student will be able to:

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 the promotion of justice in the contemporary world.

**Core Curriculum Course Proposal Template: Diverse Cultures**

**Course Number and Title** \_\_\_\_\_

**Attach Representative Syllabus**

**Chair's Signature:** \_\_\_\_\_

**Dean's Signature:** \_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

Core Learning Outcome	List Course Objective(s) As Stated in the Syllabus That Explicitly Address(es) This Outcome	Explain How Students Their Learning of This Objective	Explain How Students Receive Formal Feedback About Their Demonstration or Representation of Learning
Identify the differences and similarities in communication, values, practices, and beliefs between one's own culture and other cultures.			
Explain how categories of human diversity (such as race, gender, ethnicity, and disability) influence personal identities and can create structural and institutional inequity.			
Critically reflect upon one's personal and cultural presuppositions and how these affect one's values and relationships			

**Core Curriculum Course Proposal Template: Diverse Cultures**  
**Course Number and Title** \_\_\_\_\_  
**Attach Representative Syllabus**

**Chair's Signature:** \_\_\_\_\_  
**Dean's Signature:** \_\_\_\_\_  
**Date Submitted:** \_\_\_\_\_

**Administration of the Course**

1. How often will this course be offered? How many sections will be offered?
  
  
  
  
  
  
  
  
  
  
2. How many faculty are available to teach this course?

**Integration Issues (Optional)**

3. If you think this course contributes to other knowledge areas, the Preamble, or justice education at Marquette, please explain how.

## Text for CCS website

### Introduction

"Cor" is the Latin word for heart. We call it the "Core of Common Studies" because it represents the very heart and essence of a Marquette education. Mastering the fundamentals of the nine knowledge areas covered by the Core means that you have genuinely experienced the Marquette difference—and been transformed by it.

Those nine knowledge areas have been identified by the entire faculty as fundamental to being an educated person, a person for others, in short, a real Marquette graduate. The nine knowledge areas are 1) rhetoric; 2) mathematical reasoning; 3) theology; 4) human nature and ethics; 5) science and nature; 6) individual and social behavior; 7) literature and performing arts; 8) diverse cultures; and 9) histories of cultures and societies. You will find a wide variety of courses offered to fulfill most knowledge area requirements. Those courses have undergone careful review by faculty to guarantee that they fully introduce you to their respective knowledge areas. They will open your heart and mind to the most important ideas, methodologies, and values of our time and of all time. When you have completed your Core requirements, you will truly appreciate what it means to say "We are Marquette."

### Planning your Core of Common Studies

Together the nine knowledge areas represent an integrated set of ideas, methodologies, and values. As you proceed through your Core courses, you will experience the excitement of "the big picture," learning how various disciplines come together to address real human challenges and develop humane values. In order to achieve that integrated experience most effectively, it is wise to start with the most foundational forms of knowledge and then move on to the knowledge areas that build upon them.

- Start with courses in rhetoric (6 credits) and mathematical and logical reasoning (3 credits)
- Next, begin your theology, ethics and human nature courses (you will eventually need 6 credits of theology and 6 in ethics and human nature)
- Along with this second group of knowledge areas, add courses in science and nature, individual and social behavior, literature and performing arts, histories of cultures and societies, and diverse cultures (you will need one course from each of these areas)
- Finally, your core studies may culminate in further theology and ethics and human nature courses (complete your 6 credits of theology and 6 of human nature and ethics)



## Totals

You've completed your Core of Common Studies when you've taken

- 6 credits of Rhetoric
- 3 credits of Mathematical Reasoning
- 6 credits of Theology
- 6 credits of Human Nature and Ethics
- 3 credits of Literature and Performing Arts
- 3 credits of Histories of Cultures and Societies
- 3 credits of Science and Nature
- 3 credits of Individual and Social Behavior
- 3 credits of Diverse Cultures

36 total credits

## Relation of the Core of Common Studies to your Major

Many courses that fulfill the Core of Common Studies are also requirements for majors. Whether you come to Marquette with a major in mind, or with a range of possibilities, these courses represent what faculty in the respective knowledge areas consider essential to their enterprises. Perhaps you will discover a new path for your future in a Core course. Thanks to the range of Core courses you will take at Marquette, you will surely understand your chosen specialization in a broader and more meaningful context.

## Courses that fulfill the knowledge areas

(Note that courses marked \* fulfill two knowledge areas. You have one opportunity to count such a course towards two knowledge area requirements, reducing your number of Core credits to 33.)

(see list)

## **Core Assessment Process: Articulating Goals**

Introduction: "...your goal is to make sure that faculty and administrative units managing [the Core] curriculum have clear learning goals linked to institution-wide goals..." from Barbara A. Walvoord, *Assessment Clear and Simple* (2004), 68.

### **Questions for Committee Consideration**

How can we think about the Core as an integrated whole? Is it greater than the sum of its nine knowledge areas?

What does the Core contribute to the University Mission?

What are the key qualities and competencies of Marquette graduates that substantially result from their UCCS education? (nouns or verbs?)

How are the Core Knowledge Areas interrelated to bring about those qualities and competencies?

If integration of knowledge areas is desirable, how can it be achieved?

How do we evaluate the quality and utility of the knowledge areas over the long term? How would we determine grounds for revision of the knowledge areas?

### **Sample Core Learning Outcomes**

1. Strong analytical, communication, quantitative, and information skills.
2. Deep understanding of and hands-on experience with the inquiry practices of disciplines that explore the natural, social, and cultural realms.
3. Intercultural knowledge and collaborative problem-solving skills.
4. A proactive sense of responsibility for individual, civic, and social choices.
5. Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another.

Source: *Peer Review: a publication of the Association of American Colleges and Universities*, 7.1(Fall 2004): 27.

### **Sample description of liberally educated student:**

The ideal liberally educated student of the twenty-first century is a lifelong learner who is open-minded, tolerant, intellectually curious, courageous, self-actualizing (with the capacity for attaining personal growth, physical and mental health, and spiritual well-being). He or she values education for its own sake, the natural world, the rights of other individuals, the richness of diverse cultures and peoples, the need for community, and the common good. As a learner and citizen, the liberally educated person is actively engaged with the world in all of its complexity, diversity, and dynamism. Such an individual is characterized by an attitude of openness and curiosity, and seeks to make a positive contribution to the future of humankind.

Source: Samuel M. Hines, Jr., "The Practical Side of Liberal Education: An Overview of Liberal Education and Entrepreneurship," *Peer Review*, Spring 2005.  
<http://www.aacu.org/peerreview/pr-sp05/pr-sp05feature1.cfm>

## **CCRC: Core Assessment Process: Articulating Goals**

### **Marquette University Mission Statement**

Marquette University is a Catholic, Jesuit university dedicated to serving God by serving our students and contributing to the advancement of knowledge. Our mission, therefore, is 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. All this we pursue for the greater glory of God and the common benefit of the human community.

### **Excellence**

Our students, whether traditional or non-traditional, undergraduate, graduate or professional, come to Marquette University to share our commitment to the pursuit of excellence in all things as a lifelong endeavor. They come to join a community whose members -- faculty, staff, students, trustees, alumni and friends alike -- believe that education must encompass the whole person: spiritual and moral as well as intellectual, the heart as well as the mind. And they come seeking the educational, professional and cultural advantages of a university located in the heart of the city. We, in turn, take seriously our responsibility to foster and support excellence in teaching and research, to keep a Marquette education accessible to a diverse population of students, and to offer personal attention and care to each member of the Marquette community.

### **Faith**

As a Catholic university, we are committed to the unfettered pursuit of truth under the mutually illuminating powers of human intelligence and Christian faith. Our Catholic identity is expressed in our choices of curricula, our sponsorship of programs and activities devoted to the cultivation of our religious character, our ecumenical outlook, and our support of Catholic beliefs and values. Precisely because Catholicism at its best seeks to be inclusive, we are open to all who share our mission and seek the truth about God and the world, and we are firmly committed to academic freedom as the necessary precondition for that search. We welcome and benefit enormously from the diversity of seekers within our ranks, even as we freely choose and celebrate our own Catholic identity.

## **Leadership**

As a Jesuit university, Marquette embodies the intellectual and religious traditions of the Society of Jesus. Through an academically-rigorous, values-centered curriculum, our students receive a firm grounding in the liberal arts, preparation for work in a world of increasing complexity and diversity, and formation for life as ethical and informed leaders in their religious, cultural, professional and civic communities. They work with and learn from faculty who are true teacher-scholars, whose research not only advances the sum of human knowledge, but also informs their teaching, and whose commitment to students is fundamental to their intellectual and professional lives.

## **Service**

Through both our academic and co-curricular programs, Marquette strives to develop men and women who will dedicate their lives to the service of others, actively entering into the struggle for a more just society. We expect all members of the Marquette community, whatever their faith tradition, to give concrete expression to their beliefs by giving of themselves in service to those in need.

*All this we pursue for the greater glory of God and the common benefit of the human community.*