Proposed Common Core Model

I. 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.

Model Explanation

The proposed MU Core Jesuit Charism model consists of an introductory, intermediate, and integrative level. Note that the underlying process is proposed as circular in which the Jesuit charism sparks a deeper understanding in the foundational skills, core knowledge area, values, and leading students into increased understanding of the core competency-base level, which in turn lead to new and authentic discoveries expressed through the capstone experiences. The goal is to create a transformational Ignatius education for all Marquette students.

Targeted Courses at the Introductory Level

The introductory level is illustrated in the first three layers (in blue and gold) of the base of the model which envision uniformity in Jesuit charism in core courses across the university.

- A First Year experience course for all MU students, minimum of 2 credits. This would be an integrated across the university programs. Course content would be introduction to the Jesuit Charism and the university experience.
- A selection of introductory Foundational courses (English, math, speaking courses as well as transformational eg. Diversity, ethics, spirituality). These courses would be selected from a small number of courses that meet foundational learning outcomes set by the Core. Departments who have a stake in particular subjects (eg. Communications and English) will come together and create courses. Rationale: Bring departments and colleges together to break down existing silos. This will result in increase the quality of the courses offered (and by extension add to the quality of our UG education) and will give our students a common experience.
- Students will have beginning exposure to interdisciplinary collaboration.
  - Any Major or Minor could make an argument that a particular knowledge is integral to the major in question. By indicating how its curriculum satisfies the UCCS rubric for the area students could receive an exemption from the Core foundational course in that area. For example: a biology major could be exempt from the UCCS science literacy requirement.
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.
The Structure of the Common Core

The integration of the Jesuit Charism within a sequential core, coupled with the competency-based core fall within areas of the current University strategic goals to improve the quality of life, involvement, inclusion, and research productivity of faculty and students. Areas of strategic focus reflect the strategic goals of community engagement and undergraduate research.

In the Jesuit Charism model, each college will continue with the responsibility of introducing students to the rigor of academic research, develop analytical skills, and help students find their place in the Jesuit charism as they define their own place in the world. The competency-based core is proposed to be organized specific to each college and learning outcomes are distributed to support the principles of community engagement for the purpose of charism, inclusion, leadership, and undergraduate research experiences.

Targeted Courses at the Intermediate and Integrative Level

The intermediate level – indicated in Beige in the model consists of: Integrated / Embedded Learning Outcomes (Core Learning Outcomes Still Relevant in their Major and Minor Coursework)

In the courses we envision at this level:

- Students will be moving from lower to a higher level of proficiency in a manner that integrates with their major field of study.
- In a Competency based frame work, students will continue to progress through specific Core learning outcomes as they progress through higher level courses. These are envisioned as integrated courses. For example – second level writing course could use course imbedded tutors, paired courses or other strategies to assist students in meeting advanced Core learning outcomes as well as meeting requirements in their major. This will allow for excellence and greater flexibility in meeting Core learning outcomes. It is expected that departments will work together to create courses and that programs have flexibility in achieving these outcomes. It is expected that relevant disciplines will work together to create meaningful courses.

STRATEGIES that could be employed at this level include:

- Team taught, interdisciplinary, paired courses
- Imbedded tutors from other disciplines
- Courses build on prior level of proficiency
- Study abroad, service learning, internships, leadership experience, UG research experience.
- Incorporation of modular components

A key component of our model is a capstone course.
Concept for Marquette Core Curriculum Capstone. We envision this as quite flexible. This could be a non-credit experience or by including the UCCS capstone experiences into existing capstone courses.

**Concept for MU Core Curriculum Capstone**

The Marquette core curriculum capstone focuses on integrating the ideals of the core with the educational experiences of each individual and applying these in a meaningful way to the broader world. It is intended to be a transformative and relational experience that allows students to put their education into practice.

Students have a number of capstone options to choose from, but all will include:

- An applied component that enables students to envision and apply their knowledge outside the world of academia and the classroom
- A cross-disciplinary component that allow students to interact with and integrate an understanding of skill sets and perspectives different from their own
- A critical thinking component that requires investigation, analysis, and interpretation of information in the context of a real world problem
- A communicative component that gives students a platform from which to both express their ideas and viewpoints and listen to the viewpoints of others
- An ethical component that deepens and solidifies recognition of the importance of ethical behavior in the real world
- A component integrating understanding of diversity and inclusion and social justice issues relevant to today’s world.

Individual programs may establish one or more discipline-specific capstones that integrate these key components together in a relevant way for their students. In addition, programs may establish (individually, jointly, or in collaboration with existing university or student programs) broader capstone programs intended to provide meaningful capstone experiences for a wide variety of students who may not have a required discipline-specific capstone requirement.

Examples of capstone experiences

- A student-teaching experience incorporating the above components, e.g. that brings senior student teachers together via an in-person or online capstone seminar program with teaching-focused content on practical ethics issues, funding and business practices in secondary education, and an open discussion forum
- A joint program between the Les Aspin center and the College of Arts and Sciences that enables Les Aspin interns to participate together in a senior capstone experience relating their internship experiences to their educational experiences.
- An engineering senior design course incorporating the above components, e.g. including relationships with business, community projects, etc.
  One example: Engineering Projects in Community Service (EPICS)
  [http://www.ieee.org/education_careers/education/preuniversity/epics_high.html]
• A Marquette service-learning capstone experience that students can enroll in as sophomores or juniors and culminates with a senior year service-learning project
• A student-organization led (with program or university sponsorship and oversight) that brings study-abroad students in a region together with a partner organization to accomplish a senior capstone project in another region.

Currently, the Capstone experiences is our example of an evidence-based tangible product. In thinking about future needs, it seems important to create a platform that will become a repository for the data on what we are learning from these efforts for the purpose of continuous improvement of the experiences of students, faculty, and staff in the MU Core Jesuit Charism model.