CORE CURRICULUM REVISION PROPOSAL

I. 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.

II. Description of the Model
A1-3. Embedded with principles from the Catholic and Jesuit educational mission and Ignatian pedagogy, students will engage in examination of personal values and experiences in light of the Catholic Jesuit tradition. Students will integrate the principles that guide their lives and vocations informed by a broader vision of serving as men and women for others. Orbits in the model (please see Power Point) signify students integrating each of these components through all stages.

We propose the addition of core courses or learning modules as well as restructuring of current courses such as developing new interdisciplinary team-taught courses, an HIP that address the learning outcomes and objectives named in the faculty and student surveys, including but not limited to these identified learning outcomes. Courses will be developed or revised to include high-impact educational practices and integrated learning across disciplines. In addition, it is strongly recommended that a way be found to validate co-curricular experiential activities as fulfilling core requirements. The intersection of these components will be active and synergistic with movement in a continual interface within each orbit of the model. The outcomes students meet should be curriculum specific, extending beyond course expectations (please see Power Point).

B1. Our proposed model will “provide a transformative education that emerges from Jesuit pedagogical traditions and is distinctive to Marquette and the accreditation needs of the undergraduate colleges.” By virtue of this integration, an emphasis on cross-discipline integration of knowledge will facilitate students’ competencies in communication, team work, ethical comportment, and role development.

B2. This proposed model reflects the university’s Jesuit 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.” We will do this by incorporating the human dimension, models of caring, and learning about social justice to put into action to transform the world.
B3. Using this model as a foundation for formation, among other characteristics, students will embody and demonstrate:
--critical thinking
--ability to communicate proficiently
--commitment to social justice and global/local citizenship
(See Power Point for additional learning outcomes)

B4 & 5. Colleges will have flexibility in using the model to work across disciplines in order to meet the needs of a more complex society and workforce in the 21st Century. Society demands that higher education prepare students to work across disciplinary models. Research suggests that high impact educational practices result in better student outcomes (Kuh, 2013). Suggestions for courses/experience to achieve the learning outcomes linked to these constructs are shown in the Power Point. Students would choose opportunities through course and co-curricular experiences that would allow them to demonstrate that they have met the core learning objectives and create a portfolio (another HIP) across their undergraduate experience detailing same. D2L has this capability although not activated at this time.

FOUNDATIONAL KNOWLEDGE: Understanding and remembering information and ideas.
Comprehension/Composition: Current and new courses across disciplines that focus on communication /understanding/reading/rhetoric/literature
High-Impact Educational Practices:
--First-Fourth Year Experiences
--Catholic/Jesuit traditions

APPLICATION SKILLS: Critical, creative, and practical thinking; managing projects.
STEM/Applied Sciences/Social Sciences/Health related fields/Communication/Law/Business
High-Impact Educational Practices
--Service Learning
--Living Learning Communities
--Study Abroad
--Internships

INTEGRATION: Connecting ideas, people, and realms of life.
Intensive/thinking& writing/public speaking: Philosophical Reasoning, Theological Thinking, Historical / Sociological Understanding
High-Impact Educational Practices:
--Capstone
--Interdisciplinary and Interprofessional Studies

HUMAN DIMENSION: Learning about oneself, others.
Cultural/Social Diversity and Inclusion
High-Impact Educational Practices:
--Service Learning
--Service Projects
--Community Engagement
--Community-Based Research
--Civic Responsibility
--Retreats

CARING: Developing new feelings, interests, and values.
Learning Ignatian Discernment
High-Impact Educational Practices:
--Service Learning
--Global Mission Experiences
--Health Care Initiatives
--Social Justice Curriculum

LEARNING HOW TO LEARN: Becoming a better student; self-directed learners and inquiring about a subject.
Focus on Study Skills
--First-Year Experience/Course
--Self-Regulated Learning
--Developing Responsible Learners
--Developing Research/Library Skills
--Undergraduate Research Opportunities

References


We have enjoyed the interdisciplinary work involved in creating this proposal and look forward to your feedback. We are happy to answer questions and appreciate your suggestions!