John Carroll UNIVERSITY

# The Integrative Core Curriculum:

## Overview and Update

Summer 2017

# Key Word: **Integration**

- University Learning Goals
- Disciplines
- Core with Majors
- Specific Skills
- Assessment

Part I:

# THE UNIVERSITY LEARNING GOALS

John Carroll UNIVERSITY

# UNIVERSITY LEARNING GOALS

**INTELLECT**

**CHARACTER**

**LEADERSHIP**

**SERVICE**

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

## INTELLECT

John Carroll students will be transformed by an integrative curriculum, in-depth study within their program(s) of study, and applied learning to fully realize their potential to enrich the world. To achieve this level of engaged learning, our students will:

- **Develop habits of critical analysis and aesthetic appreciation**
- **Understand the religious dimensions of human experience**
- **Demonstrate an integrative knowledge of human and natural worlds**
- **Apply creative and innovative thinking**
- **Communicate skillfully in multiple forms of expression**
- **Demonstrate a capacity to engage in respectful civil discourse**

# UNIVERSITY LEARNING GOALS

## INTELLECT
## CHARACTER
## LEADERSHIP
## SERVICE

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

## CHARACTER

John Carroll students will develop a holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:

- **Cultivate a habit of reflection**
- **Understand, value, and respect their own and others' talents, unique characteristics, and socio-cultural identities**
- **Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good**
- **Practice mature decision making and care for the whole person**
- **Act competently in a global and diverse world**

# UNIVERSITY LEARNING GOALS

**INTELLECT**

**CHARACTER**

**LEADERSHIP**

**SERVICE**

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

## LEADERSHIP

John Carroll students will recognize themselves as agents of positive change with and for others. Integrating faith and reason to meet the world's needs through ethical leadership, our students will:

- **Claim their identities as discerning leaders**
- **Apply a framework for examining ethical dilemmas**
- **Employ leadership and collaborative skills**
- **Live responsibly in accord with their personal belief system**

# UNIVERSITY LEARNING GOALS

## INTELLECT

## CHARACTER

## LEADERSHIP

## SERVICE

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

## SERVICE

John Carroll students will advocate for social justice through responsible service in their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with the poor and the marginalized, our students will:

- **Understand and promote social justice**
- **Work actively toward creating a more inclusive, welcoming, and just community**
- **Serve in their communities as engaged citizens and advocates**

# UNIVERSITY LEARNING GOALS

**INTELLECT**

**CHARACTER**

**LEADERSHIP**

**SERVICE**

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

- Demonstrate an integrative knowledge of human and natural worlds
- Develop habits of critical analysis and aesthetic appreciation
- Apply creative and innovative thinking
- Communicate skillfully in multiple forms of expression
- Act competently in a global and diverse world
- Understand and promote social justice
- Apply a framework for examining ethical dilemmas
- Employ leadership and collaborative skills
- Understand the religious dimensions of human experience.

Part II:

# INTEGRATIVE CORE STRUCTURE

John Carroll UNIVERSITY

# Foundational Competencies

# Foundational Competencies

- EN 120-121
  - Developmental Writing I – II
- EN 125
  - Seminar on Academic Writing
- HP 101
  - Honors Colloquium: Life of the Mind

Written Expression

# Foundational Competencies

- COMM 125
  - Speech Communication

| FW | Oral Expression | |
|---|---|---|

# Foundational Competencies

- QA (MT 119)
- QA: Science, Business, and Humanities (ER 115)

- Analytical Chemistry (CH 261/3)
- GIS (PO 203)
- Making Sense of Data (ED 101)
- Political Analysis (PO 105)

FW

FO

- Business Analytics & Statistics (EC 210)
- Elementary Statistics (MT 122)
- Probability & Statistics (MT 229)
- Statistics for the Biological Sciences (MT 228)
- Statistics for Middle School Mathematics (MT 221)
- Statistics in Sports (SPS 122)

Quantitative Analysis

# Languages

- Continuing a previously studied language?
  - Complete through 201
- Starting a new language?
  - Take 101 and 102

- Chinese
- French
- German
- Greek
- Italian
- Japanese
- Latin
- Slovak
- Spanish

FW FO QA

Foundational Competencies

LANG

# Languages

- Continuing a previously studied language?
  - Complete through 201
- Starting a new language?
  - Take 101 and 102

- Chinese
- French
- German
- Greek
- Italian
- Japanese
- Latin
- Slovak
- Spanish

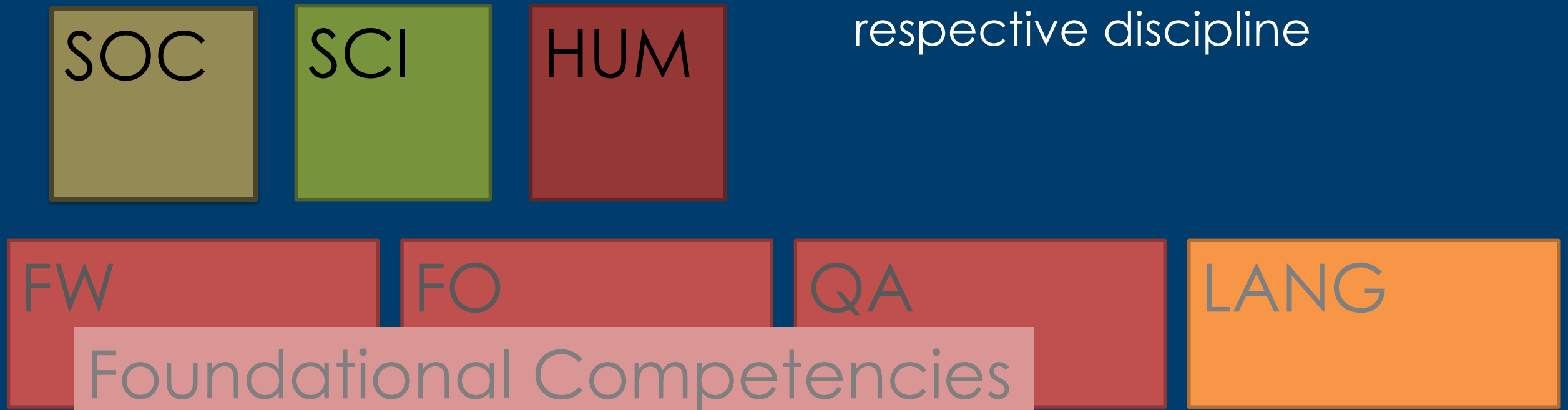
FW FO QA

Foundational Competencies

LANG

# Distribution Courses

- Three stand-alone courses
- No pre-requisites
- Introduce foundational skills and methods in the respective discipline



# Distribution Courses

Introduction to Social Science

- Understand the perspectives of social science
- EC, PO, or SC

SOC

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LANG

Foundational Competencies

# Distribution Courses

Introduction to Natural Science

- Understand the perspectives of science
- BL, CH, CS, EP, PH, MT, PS

SOC

SCI

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QA

LANG

Foundational Competencies

# Distribution Courses

Introduction to the Humanities

- Understand the perspectives of the humanities

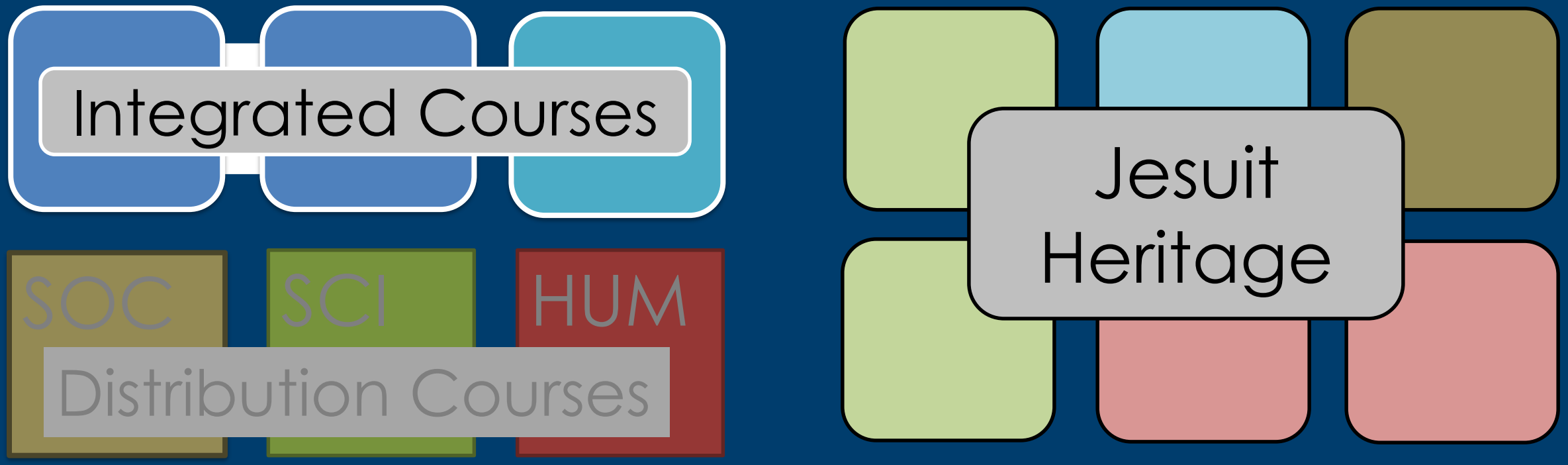
SOC SCI HUM

- AH, CL, COMM, EN, HS, CMLC/IC

FW FO QA LANG

Foundational Competencies

# The Heart of the New Core



# Integrated Courses

## Linked Courses

- A linked pair of courses from 2 different disciplines
- Focus on
  - integration
  - writing
  - critical thinking

LINK

# Integrated Courses

## Linked Courses (former Human Experience)

- The Atlantic World (EN/HS)
- The Beat Generation (AH/EN)
- Communication (COMM/EN)
- Ethics & Aesthetics (AH/TRS)
- Gender Issues (HS/SC)
- Ireland (EN/PL)
- Imperialism (EN/HS)
- Japan (HS/SC) and (HS/EN)
- Plato (PL/PO)
- Pop Culture (EN/PL)
- Religious Enthusiasm (HS/TRS)
- Religion, Food, and Culture (IC/TRS)

SOC

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Foundational Competencies

LINK

# Integrated Courses

## Linked Courses (former Human Experience)

- Don DeLillo (AH/EN)
- Islamism (PO/TRS)
- Race/Ethnicity in Theatre (COMM/SO)
- War of the Roses (EN/HS)
- Rome (AH/HS)
- Trauma (EN/PS)
- Supernatural (HS/EN)

SOC SCI HUM

Distribution Courses

FW FO QA LANG

Foundational Competencies

LINK

# Integrated Courses

## Linked Courses (former Natural World)

- Climate Change/Environmental Literature (BL/EN)
- Detective Fiction/Forensic Chemistry (CH/EN)
- Ideas and Health (CH/ER)
- Inquiry (CH/PH)
- Origins: Science and Philosophy (BL/PL)
- Language and Linguistics (BL/EN)
- Science and Innovation (EP/ER)

SOC

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LANG

Foundational Competencies

LINK

# Integrated Courses

## Linked Courses (former Natural World)

- Chemistry and Culture of Food (CH/IC)
- Childhood (PS/HS)
- Policy and Science of Climate Change (PH/COMM)
- Consciousness (PS/EN)
- Ecology (BL/MT)
- Energy (CH/ER)
- Wrongful Conviction (CH/PO)
- History and Memory (PS/HS)
- Melancholy (PS/EN)
- Race (BL/PL)

SOC

Distributi

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LANG

Foundational Competencies

# Integrated Courses

## Engaging the Global Community

A single course, either

- team-taught, or
- offered as part of a faculty learning community

- Focus on
  - globalism and diversity
  - writing

# Integrated Courses

## Engaging the Global Community

EGC

### Team-Taught

- Global Debt (PO/SC)
- Japanese Pop Culture (HS/IC)
- Peace After Empire (EN/HS)
- The Silk Road (AH/TRS)

### Learning Communities

- Cultural Encounters (EN/HS/PO)
- Globalization (EN/HS/PO/SC)
- World Art (AH/HS/TRS)

FW FO QA LANG

Foundational Competencies

# Integrated Courses

## Engaging the Global Community

EGC

Team-Taught

- Berlin (HS/PO)
- Latin American Healthcare (PO/AR)

Learning Communities

- Power and Identity
  - (CL/HS/IC/PO/SP)
- Storytelling
  - (HS/COMM/EN/IC/PO)

FW

FO

QA

LANG

Foundational Competencies

# Jesuit Heritage

## Theology and Religious Studies

Two courses

- Lower Division (100/200)
  - survey of a religious tradition or a field of religious/theological studies
- Upper Division (300)
  - specific and topical

FW FO QA LANG

Foundational Competencies

# Jesuit Heritage

## Philosophy

One courses from each category

- Knowledge and Reality
  - focus on critical thinking
- Values and Society
  - focus on ethics

FW FO QA LANG

Foundational Competencies

# Jesuit Heritage

## Issues in Social Justice

One course

- Equality and dignity of all persons
- Understand systemic injustice
- Empowered to act

FW FO QA LANG

Foundational Competencies

# Jesuit Heritage

## Issues in Social Justice

- More than 50 courses approved
- From a wide variety of disciplines and programs
  - CL, COMM, EN, HS, IC, PL, TRS
  - PO, SC, PS
  - ED, ER, LP, GEND

ISJ

FW

FO

QA

LANG

Foundational Competencies

# Jesuit Heritage

## Issues in Social Justice

ISJ

- Historical and Literary Issues:
  - Slavery
  - Poverty
  - Immigration
  - Sexuality
  - Dictatorship

FW FO QA LANG

Foundational Competencies

# Jesuit Heritage

## Issues in Social Justice

ISJ

- Contemporary and Professional Issues:
  - Media depictions of women and race
  - Interpersonal violence
  - Human Rights
  - Genocide
  - Prejudice
  - Journalism
  - Education
  - Social Entrepreneurship
  - Public Health
  - Environmental Justice
  - Economy
  - Corruption

FW FO QA LANG

Foundational Competencies

# Jesuit Heritage

## Creative and Performing Arts

TRS Upper

ISJ

CAPA

TRS Lower

PL K&R

PL V&S

- One course (1+ cr. hr.)
  - **Engage** in the creative process

FW

FO

QA

LANG

Foundational Competencies

# Jesuit Heritage

## Creative and Performing Arts

ISJ

- Acting
  - Classical Drama in English (CL)
  - Improvisation (CO)
  - Introduction to Theatre (CO)
  - Oral Literature Interpretation (CO)
  - Performance in Media (CO)
  - Stage Action (CO)
  - Enduring Themes, Popular Forms (GR)
  - Performing Shakespeare (EN)
- Creativity
  - Problem Solving (ER)
- Dance
  - Modern
  - Ballroom/Social
- Media Production
  - Audio Production (CO)
  - Practicum in *Carroll News*, Radio, Theatre

FW FO QA LANG

Foundational Competencies

# Jesuit Heritage

## Creative and Performing Arts

ISJ

- Music
  - Instrumental Ensembles: Brass, Jazz Band, Strings, Winds
  - Lessons: Guitar, Voice
  - Vocal Ensembles: Schola Cantorum, Chapel (FA)
  - Theology in Musics (TRS)
- Visual Arts
  - Digital Photography (CO)
  - Japanese Calligraphy (IC)
  - Japanese Ikebana (IC)
- Writing
  - Creative Writing (EN)
  - Fiction Workshop (EN)
  - Poetry Workshop (EN)
  - Screenwriting (CO)

FW FO QA LANG

Foundational Competencies

# Jesuit Heritage

TRS
Upper

ISJ

CAPA

TRS
Lower

PL
K&R

PL
V&S

SOC

SCI

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Distribution Courses

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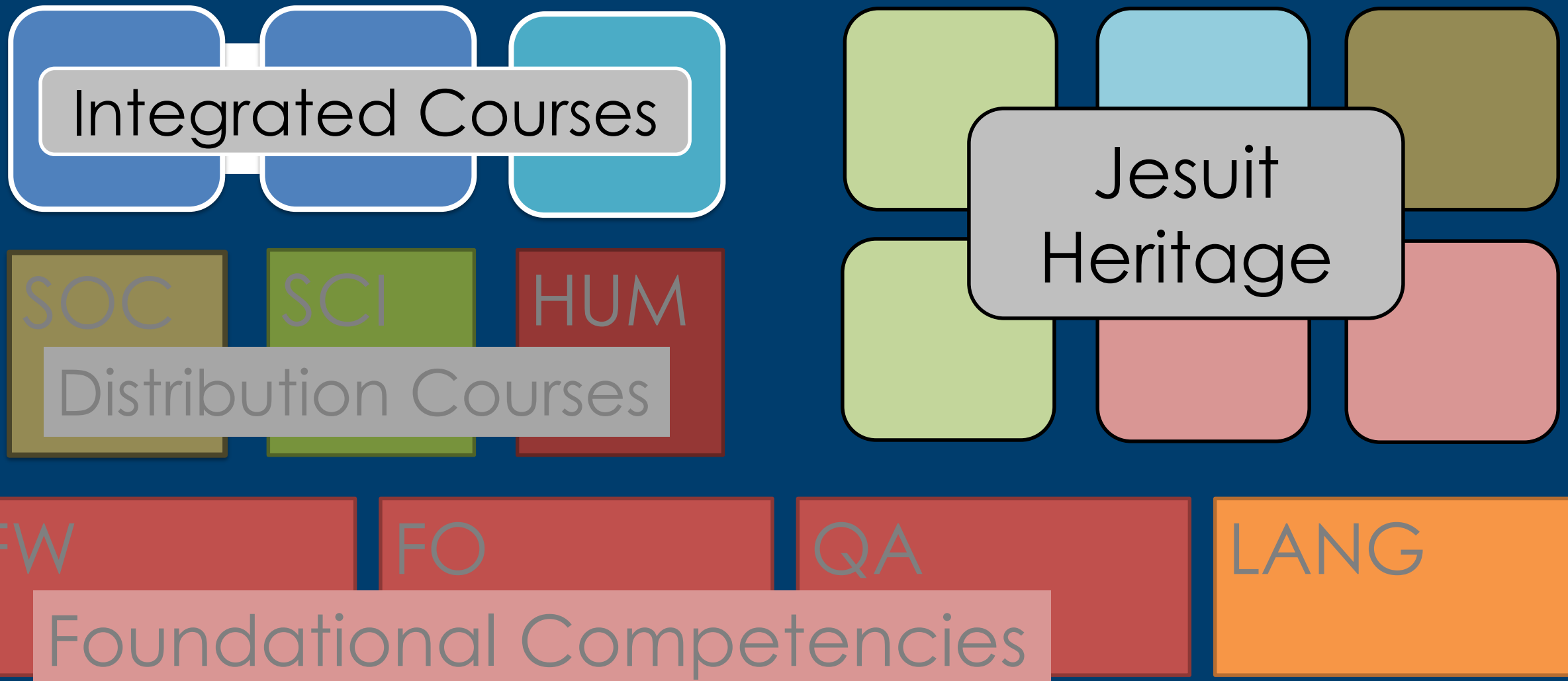
QA

LANG

Foundational Competencies


Integrated Courses
Jesuit Heritage
SOC
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Distribution Courses
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Foundational Competencies

# Requirements in the Major

Integrated Courses

SOC SCI HUM

Distribution Courses

Jesuit Heritage

FW FO QA

Foundational Competencies

LANG

# Major Requirements

Additional Writing

Additional Presentation

Capstone

Additional Writing

Additional Presentation

Capstone

# Major Requirements

Each major must designate at least one course that provides students process-oriented discipline-specific writing instruction.

Students in the course should produce polished writing, typically 3,000-3,750 words (12-15 pages) across the course of the semester.

Additional Writing

Additional Presentation

Capstone

# Major Requirements

At some point, each major must provide some instruction on discipline-specific expectations for public presentation.

Each student must give a short presentation (either informative, persuasive, or argumentative) that is addressed to a particular real audience

Additional Writing

Additional Presentation

Capstone

# Major Requirements

An experience (typically junior or senior year) which represents the culmination of the student's academic experience.

- May be a course, created work or product, or something experiential
- Requires the disciplined use of skills, methodology, and knowledge taught through the curriculum.
- Should involve synthesis, reflection, and/or research.
- May allow students to demonstrate emerging professional competencies.

# Foundational Competencies

FW

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QA

# Languages

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QA

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# Distribution Courses

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# Integrated Courses

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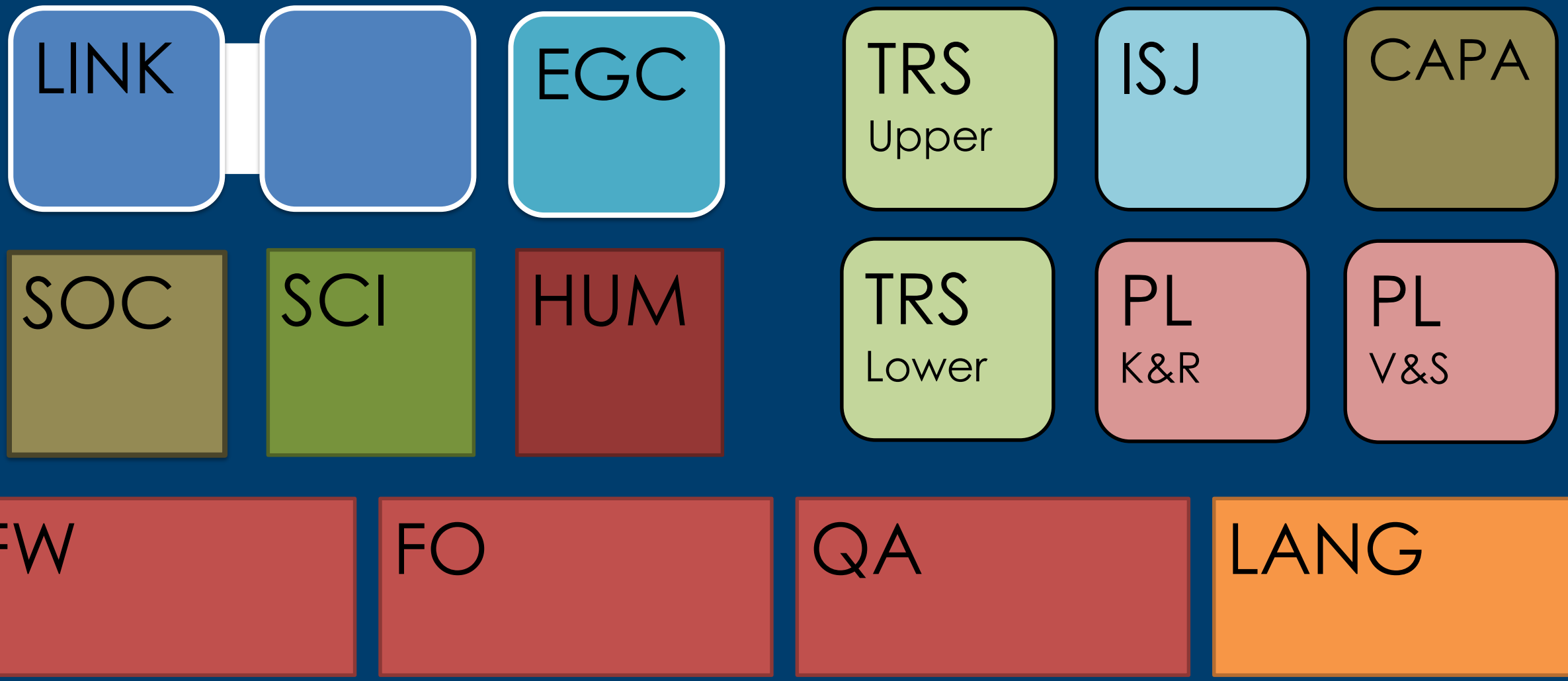
# Jesuit Heritage



# Requirements in the Major

AW

AP

CAP

LINK

EGC

TRS
Upper

ISJ

CAPA

SOC

SCI

HUM

TRS
Lower

PL
K&R

PL
V&S

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LANG

AW

AP

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LINK

EGC

TRS
Upper

ISJ

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Lower

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Part III:

# INTEGRATED DISCIPLINES

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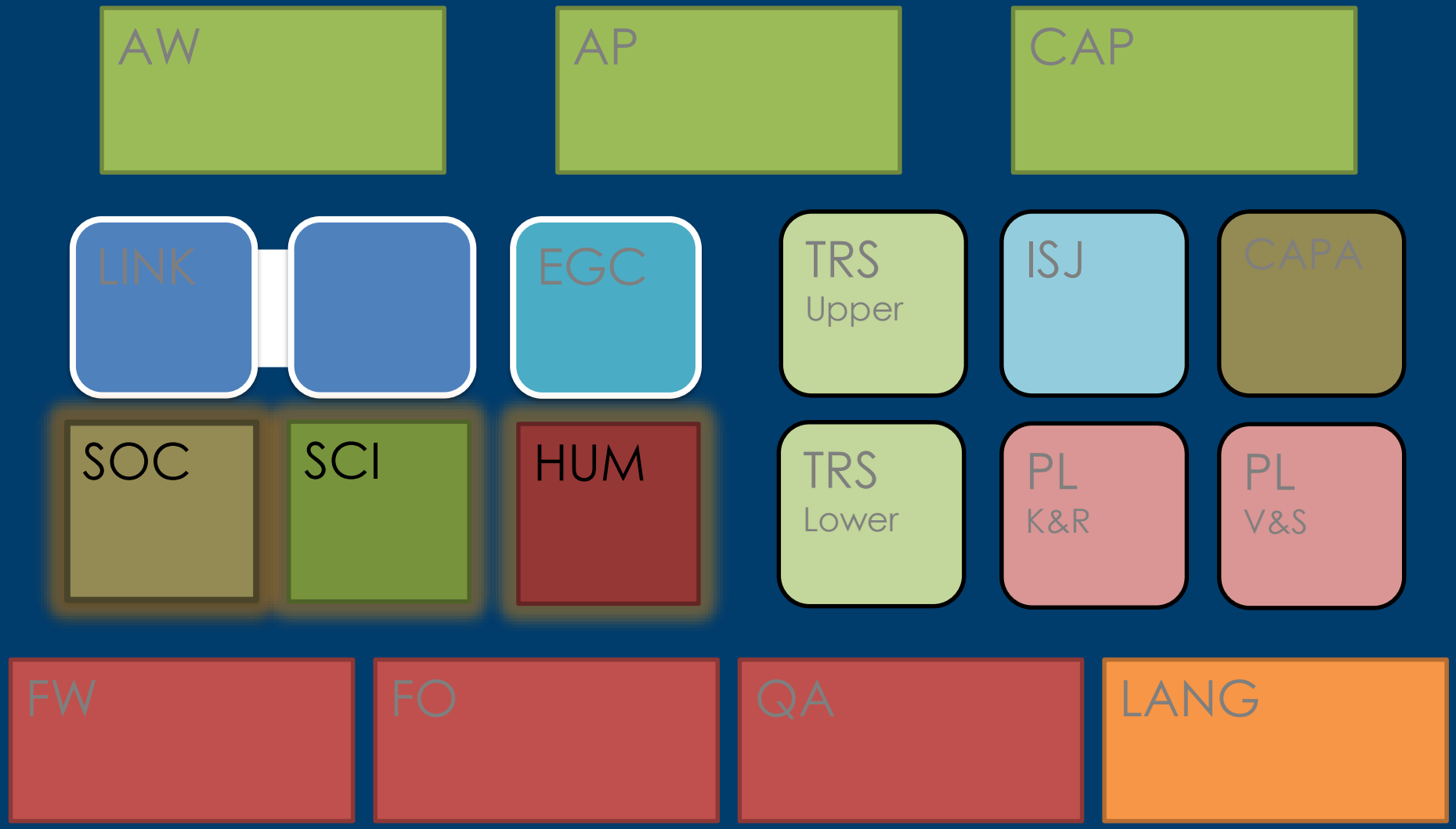
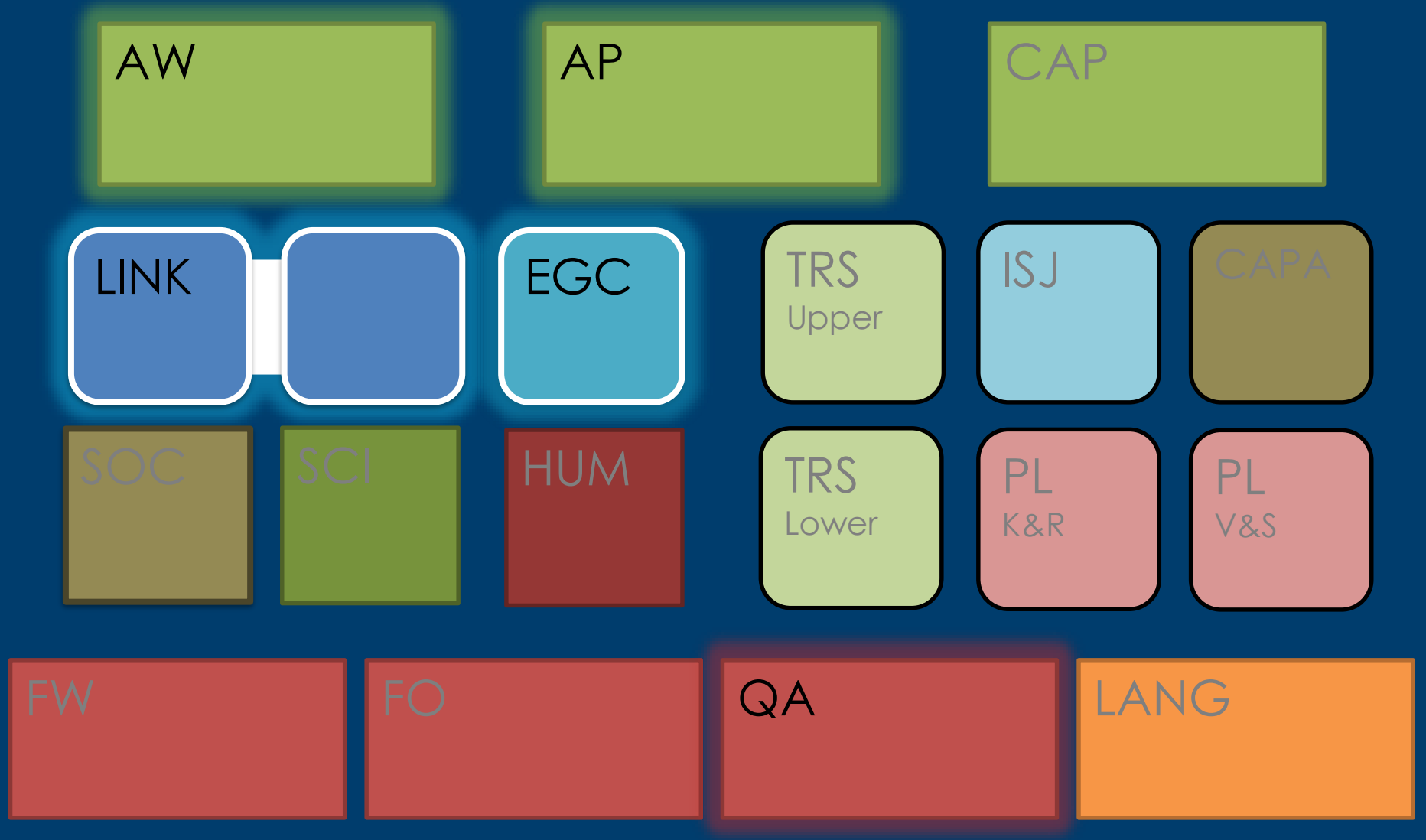



# Multiple Disciplines

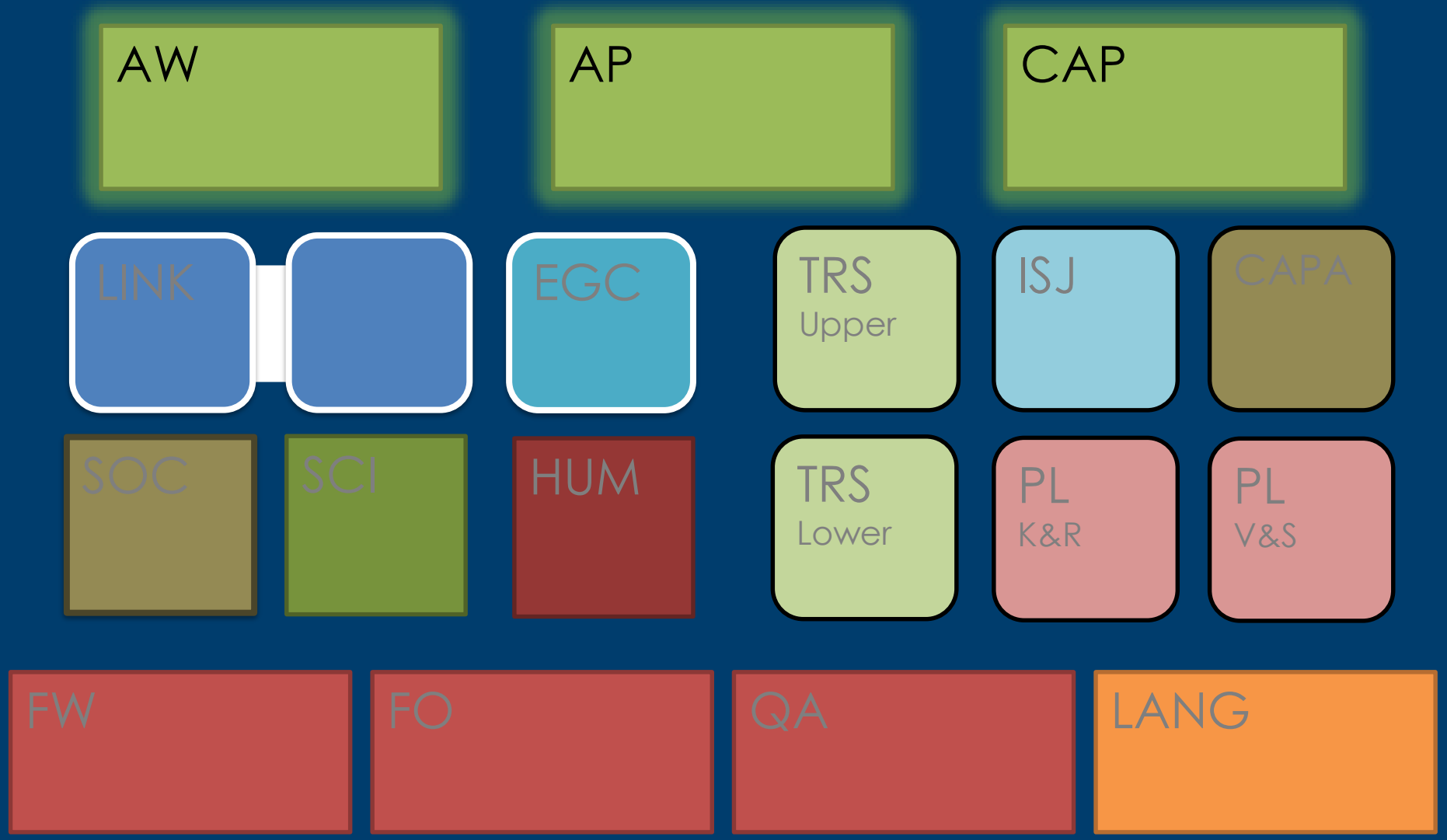
Disciplinary perspectives are introduced in the **Distribution Courses** …




# Multiple Disciplines

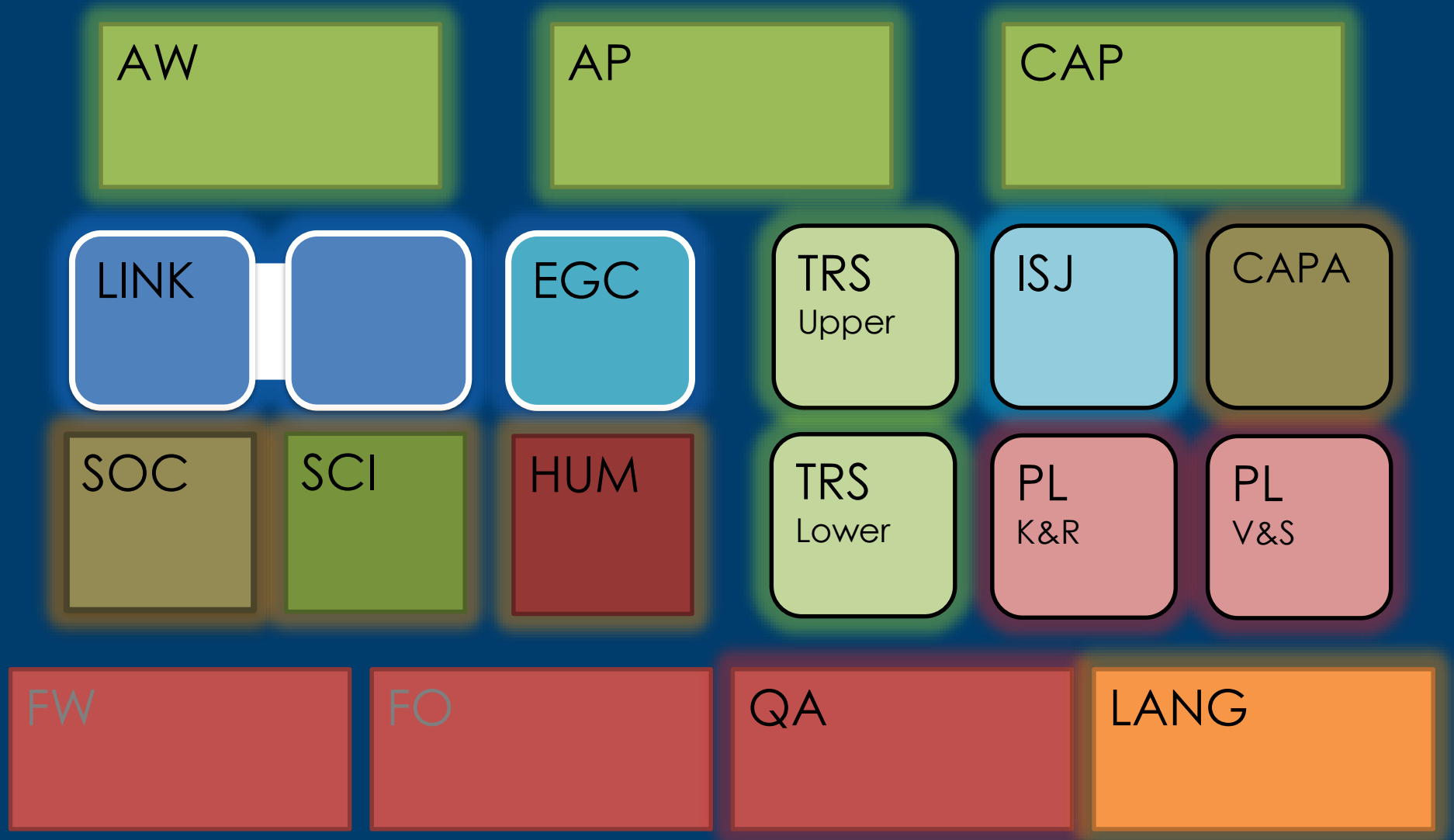
And integrated in the **Integrated Courses**, which require faculty and students to connect perspectives from multiple disciplines.

**Quantitative analysis** courses and **writing/presentation in the major** require those topics/pedagogies to be grounded in a specific disciplinary context.




# Core with Majors

The **Requirements in the Major** ensure that the Core and the major are connected …




# Core with Majors

…

but courses from **most other categories** can also satisfy major or minor requirements.

Part IV:

# INTEGRATED COMPETENCIES

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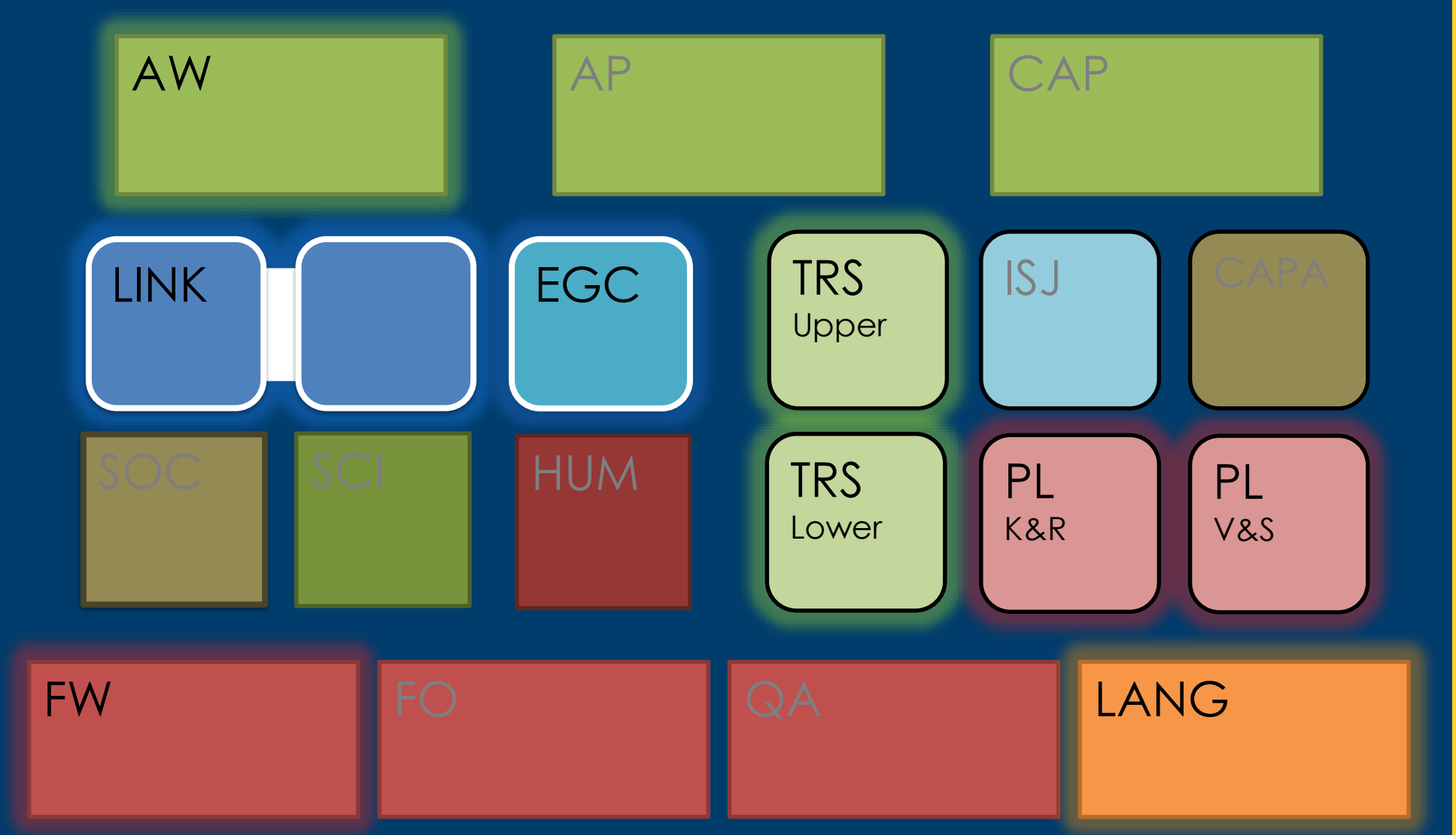
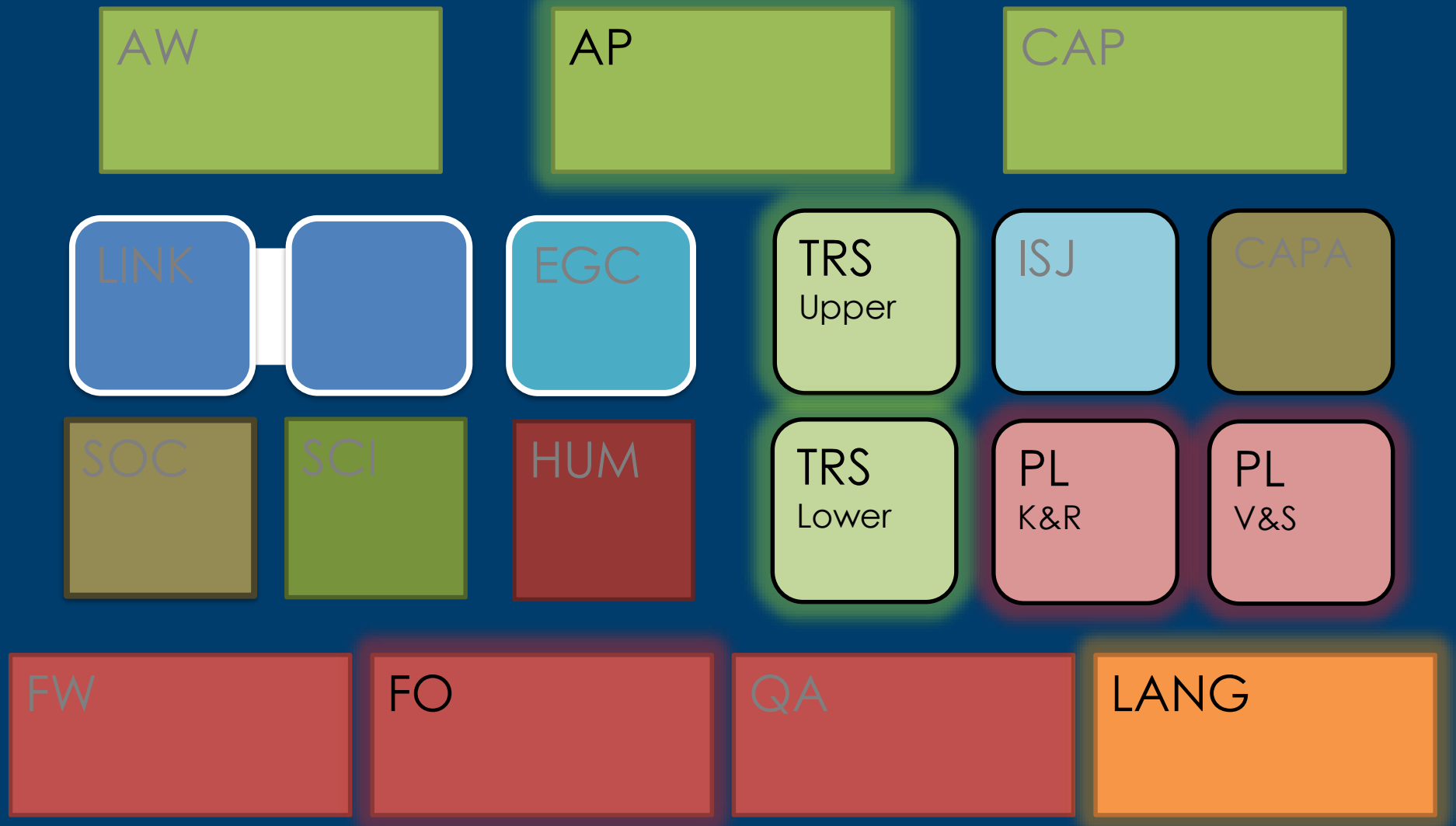


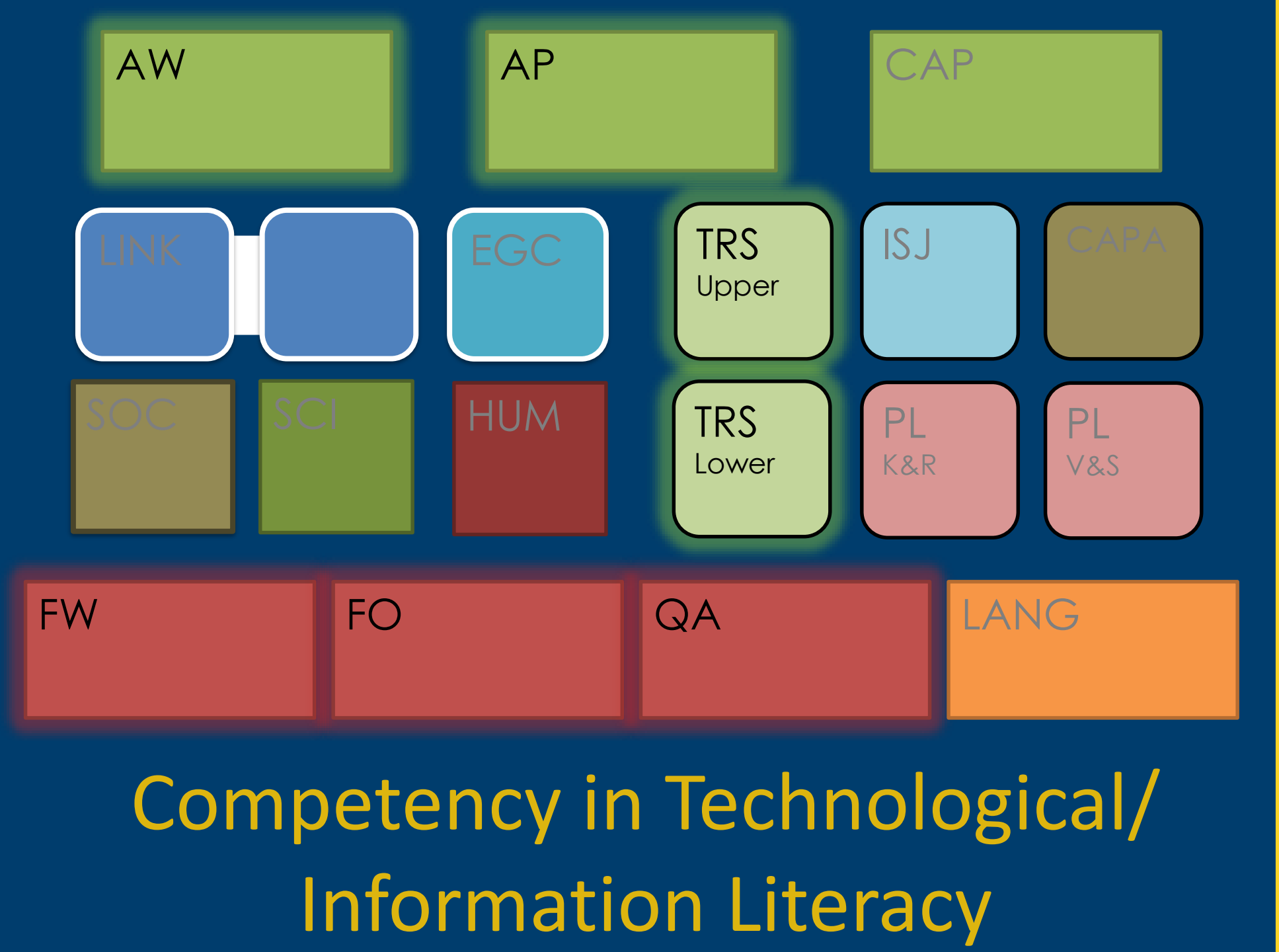

# Competency in Written Communication

Writing is an important focus of the **Foundational Writing** course, the **Languages** requirement, all three **Integrated Courses**, and the **Additional Writing** requirement, as well as **Philosophy** and **Theology/ Religious Studies** courses.




# Competency in Oral Communication

Speaking is an important focus of the **Foundational Oral** course, the **Languages** requirement, and the **Additional Presentation** requirement, as well as **Philosophy** and **Theology/ Religious Studies** courses.




# Competency in Technological/ Information Literacy

These skills are featured in the research that informs both **written and oral communication**.

**QA classes** must include technology.

Part V:

# INTEGRATED ASSESSMENT

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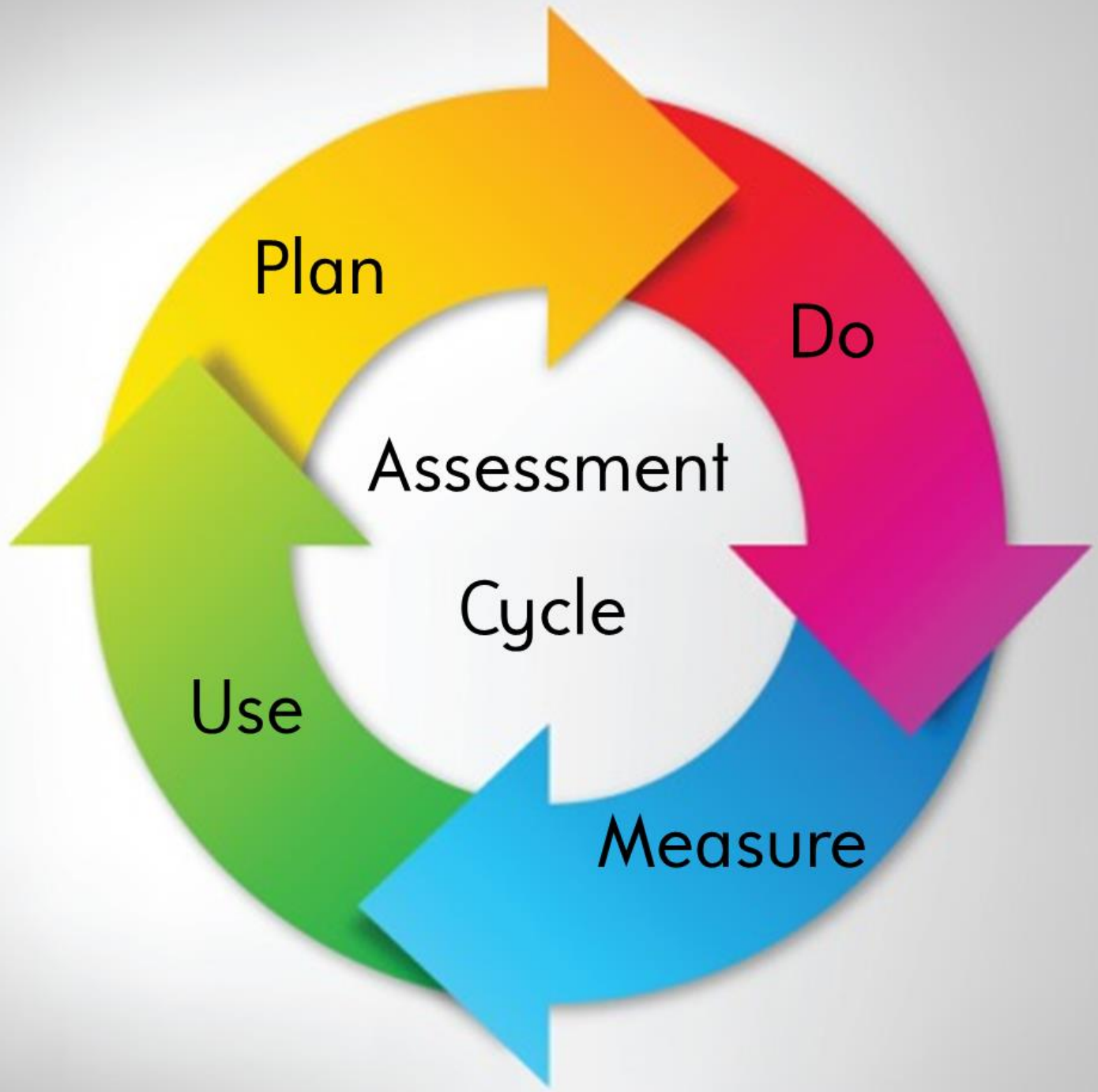
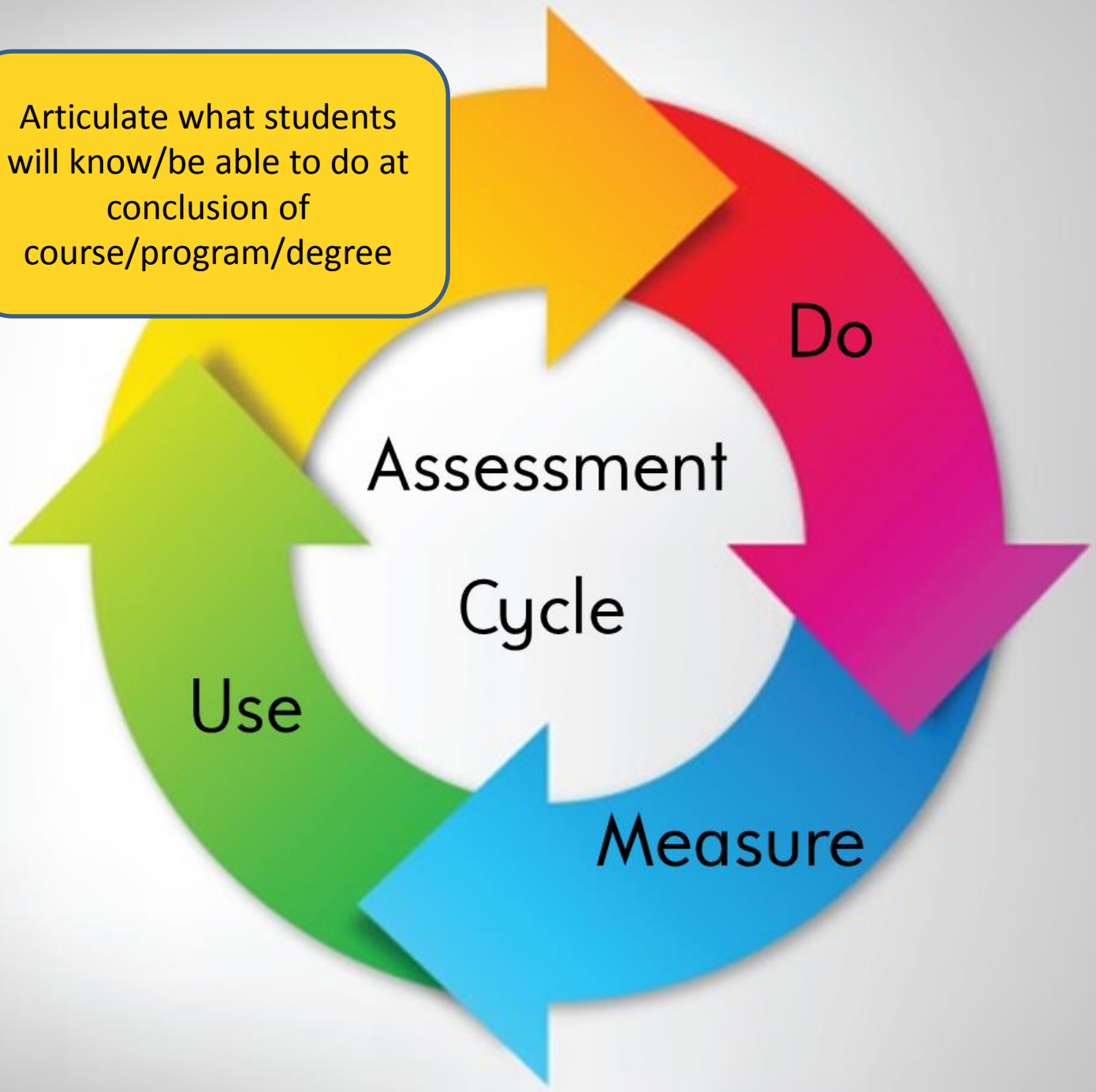
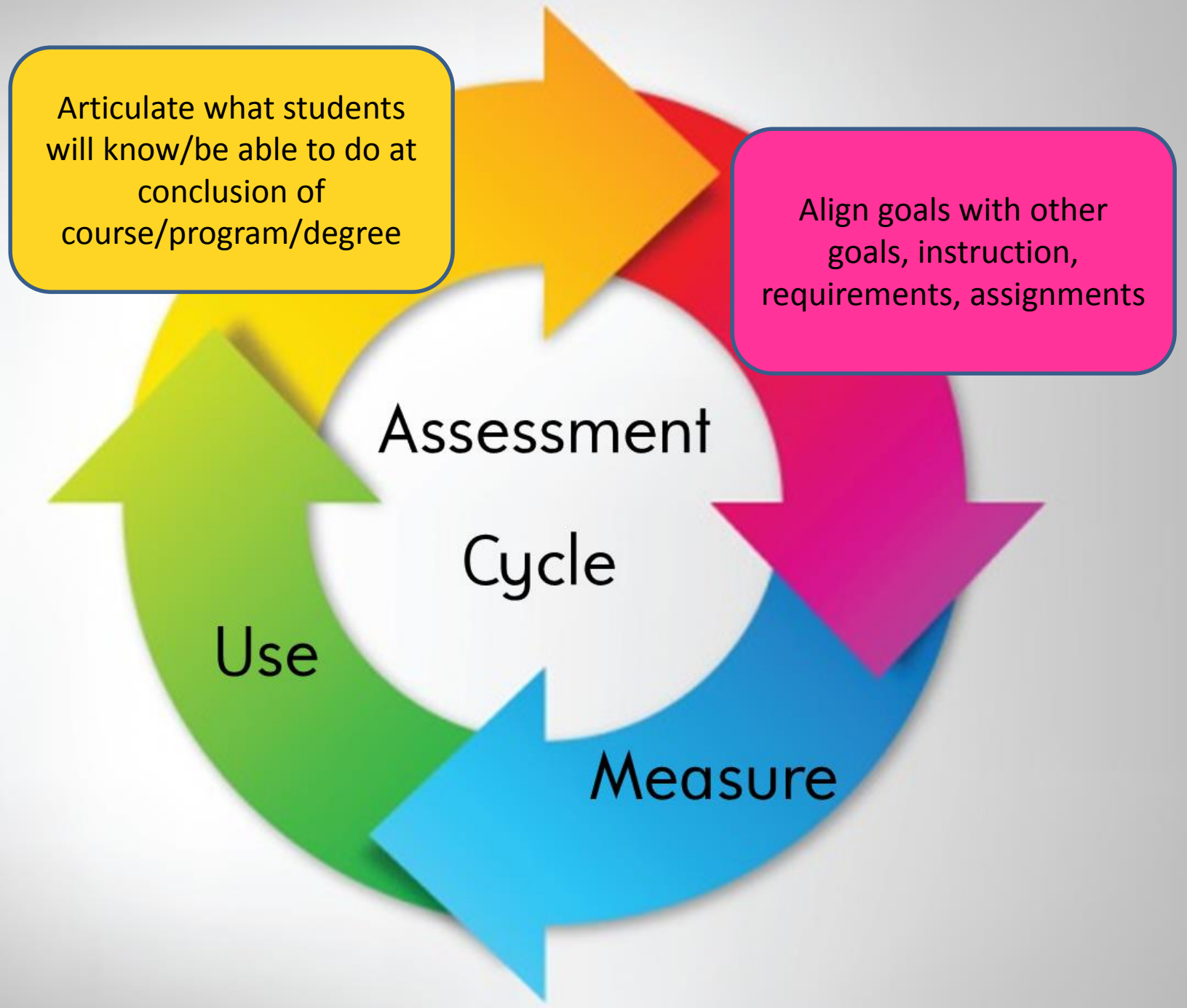
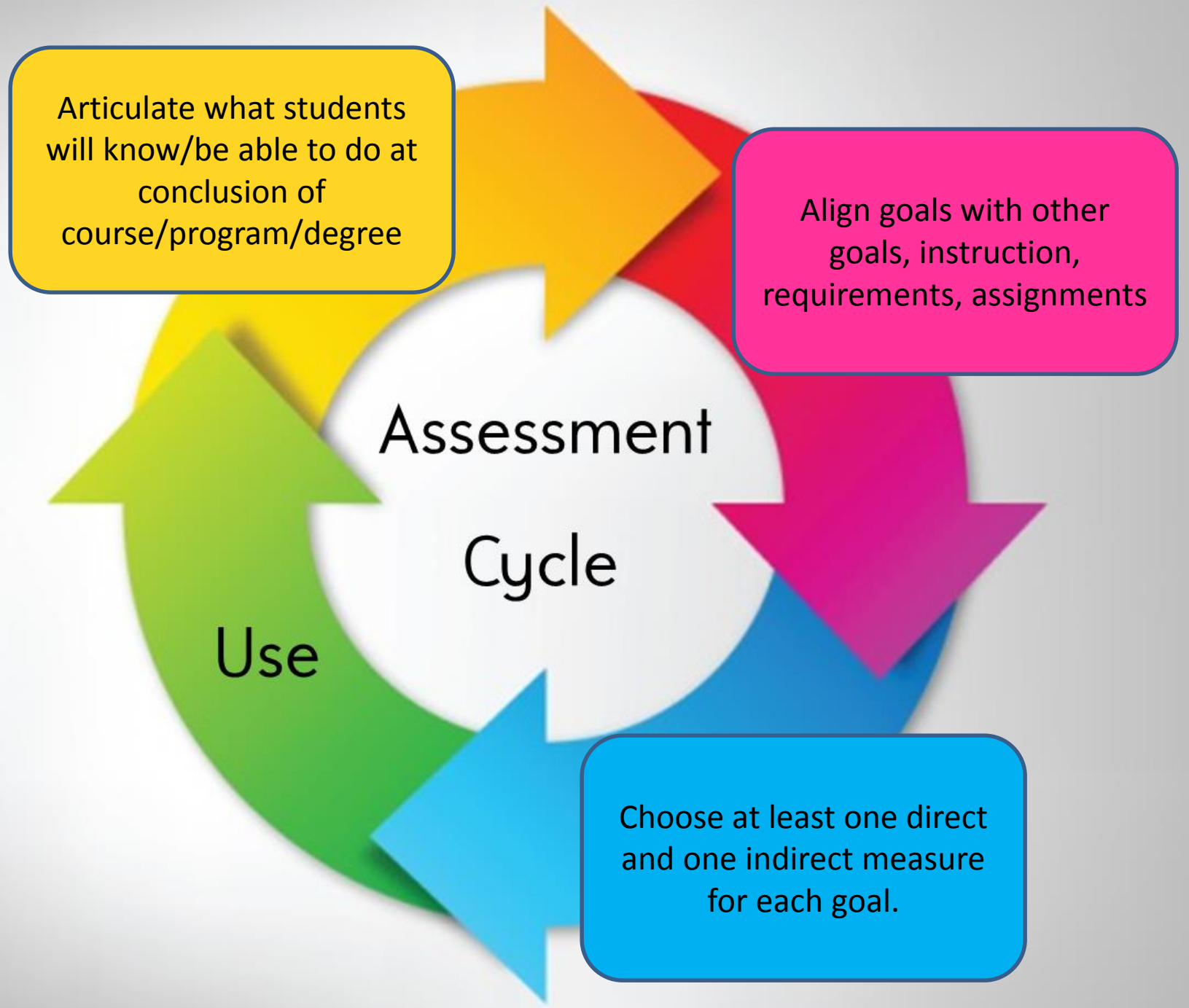
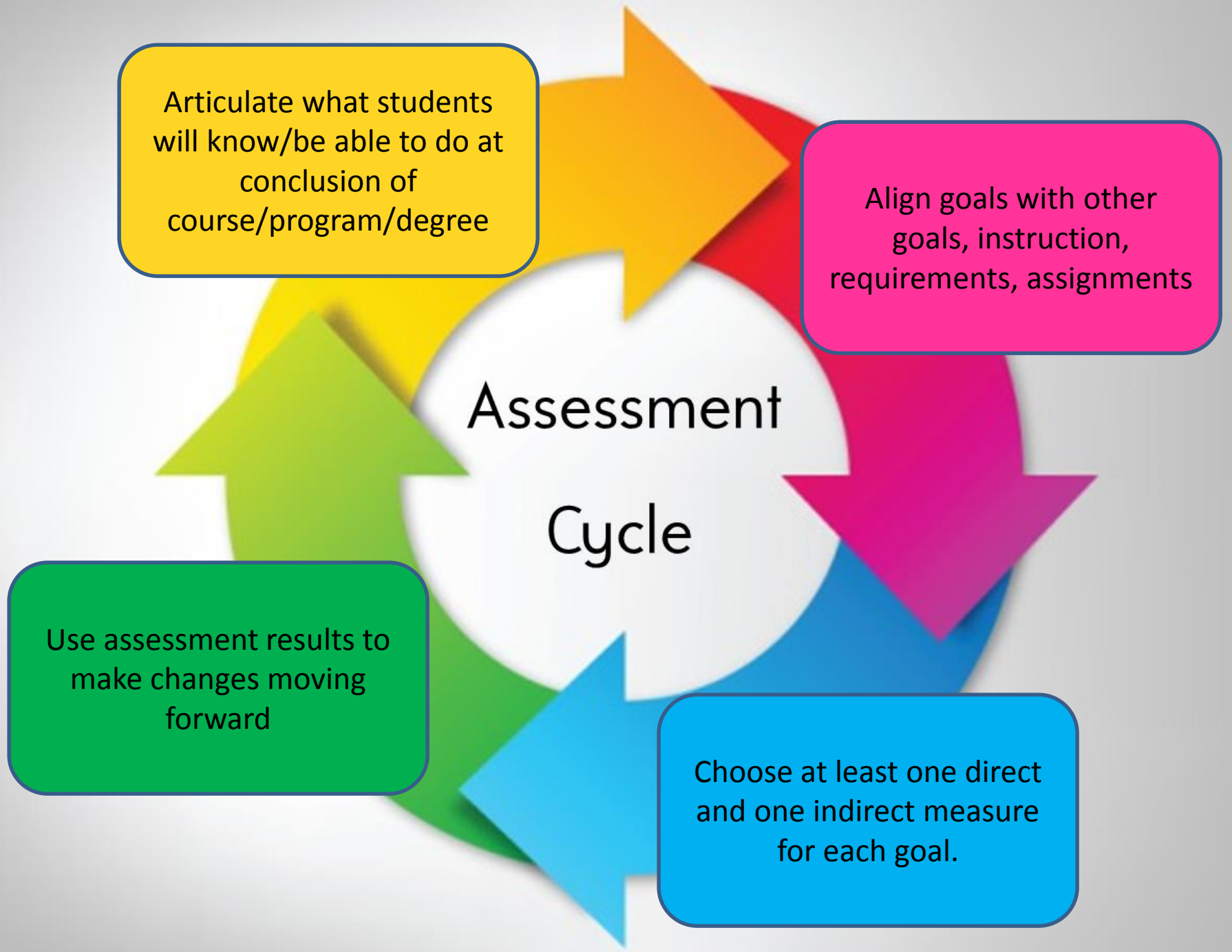

Plan
Do
Assessment
Cycle
Use
Measure

Articulate what students will know/be able to do at conclusion of course/program/degree

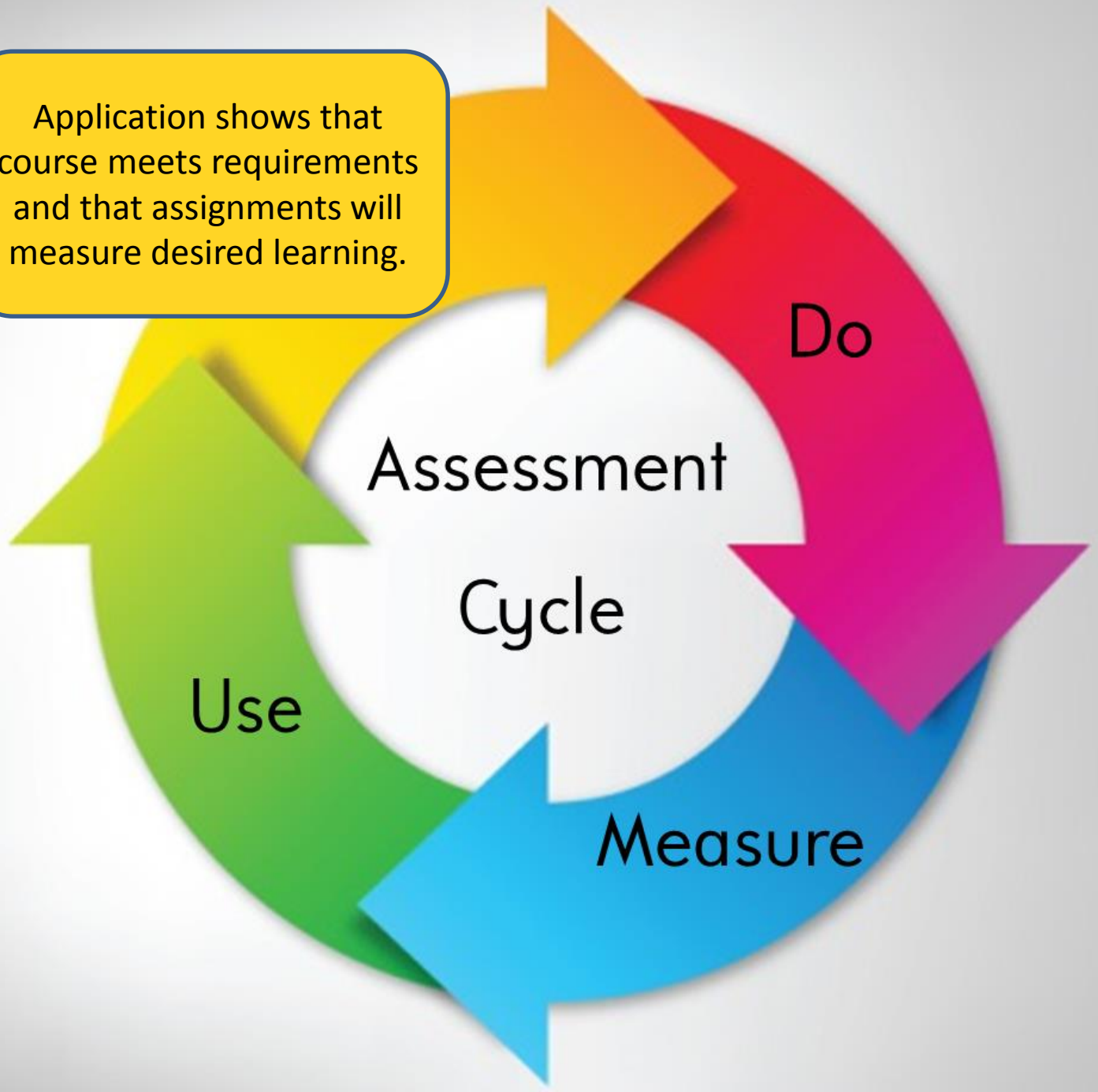



Articulate what students will know/be able to do at conclusion of course/program/degree
Align goals with other goals, instruction, requirements, assignments
Assessment
Cycle
Use
Measure


Articulate what students will know/be able to do at conclusion of course/program/degree
Align goals with other goals, instruction, requirements, assignments
Assessment
Cycle
Use
Choose at least one direct and one indirect measure for each goal.


Articulate what students will know/be able to do at conclusion of course/program/degree
Align goals with other goals, instruction, requirements, assignments
Assessment
Cycle
Use assessment results to make changes moving forward
Choose at least one direct and one indirect measure for each goal.

Application shows that course meets requirements and that assignments will measure desired learning.



John Carroll UNIVERSITY

## CORE CURRICULUM APPLICATION - TO BE COMPLETED BY COURSE INSTRUCTOR

### CONTACT INFORMATION

**Banner ID** * | **Name** * | **Email Address** * | **Application Date** *

### CORE DESIGNATION

**Core Designation**

EXAMINING THE HUMAN EXPERIENCE

☐ **I believe this course is also appropriate for the outgoing University Core until it ends**

### COURSE INFORMATION

**Instructor Name:** | **Instructor Email:**

**Course Subject:** | **Course Number:** | **Course Title: (limited to 30 characters by Banner)** | **Credit Hours:** | **Semester First Offered:**

**Course Bulletin Description (CTRL+V to paste, textbox will auto-expand)**

WE STRONGLY ENCOURAGE UPLOADING YOUR COURSE DOCUMENTS IN PDF FORMAT IF POSSIBLE. THIS SIMPLIFIES THE REVIEW PROCESS.

### COURSE #1 SUPPORTING DOCUMENTS (IF NECESSARY)

**Syllabus**

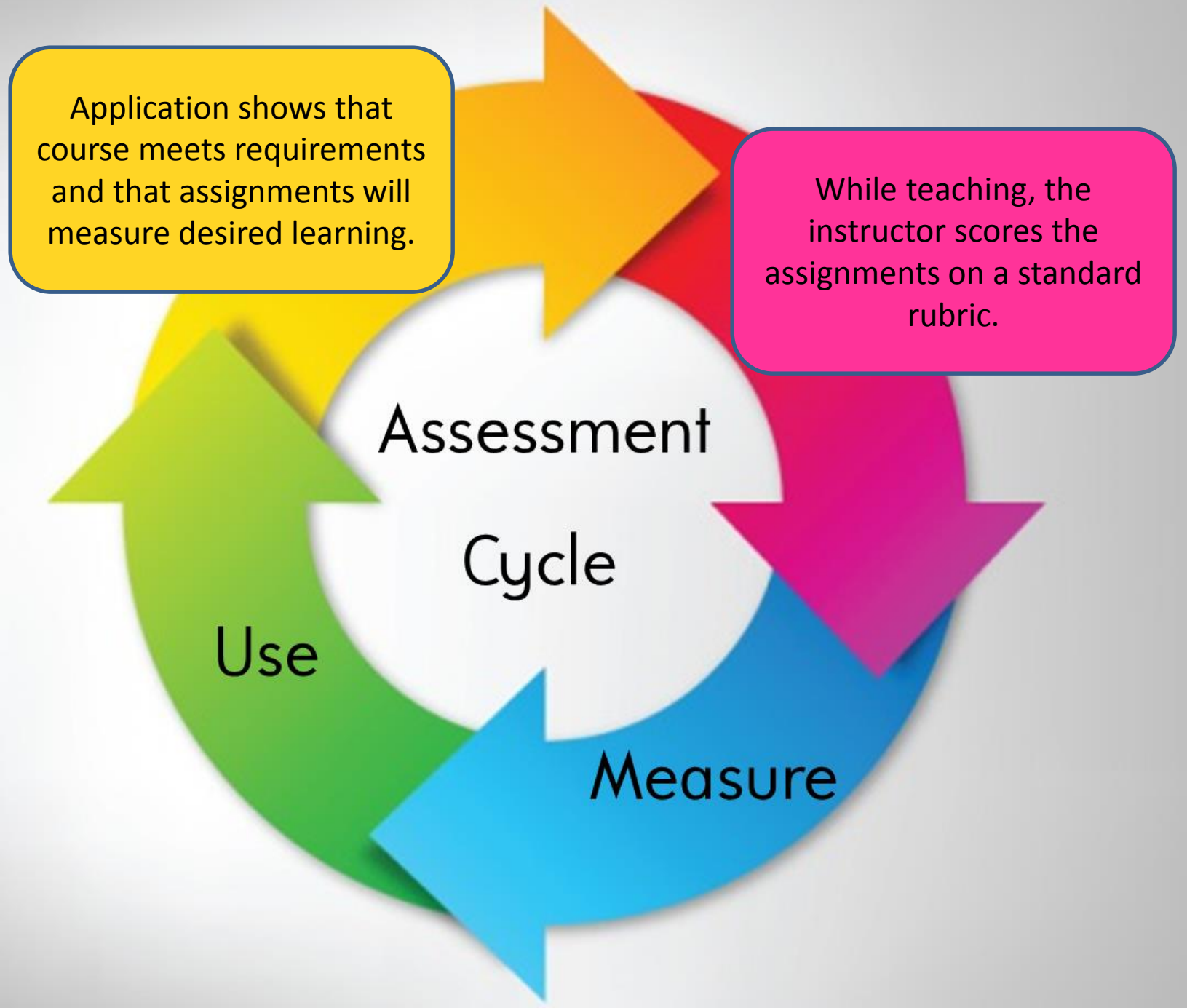
Attach Syllabus

**Assignments**

Attach Assignments

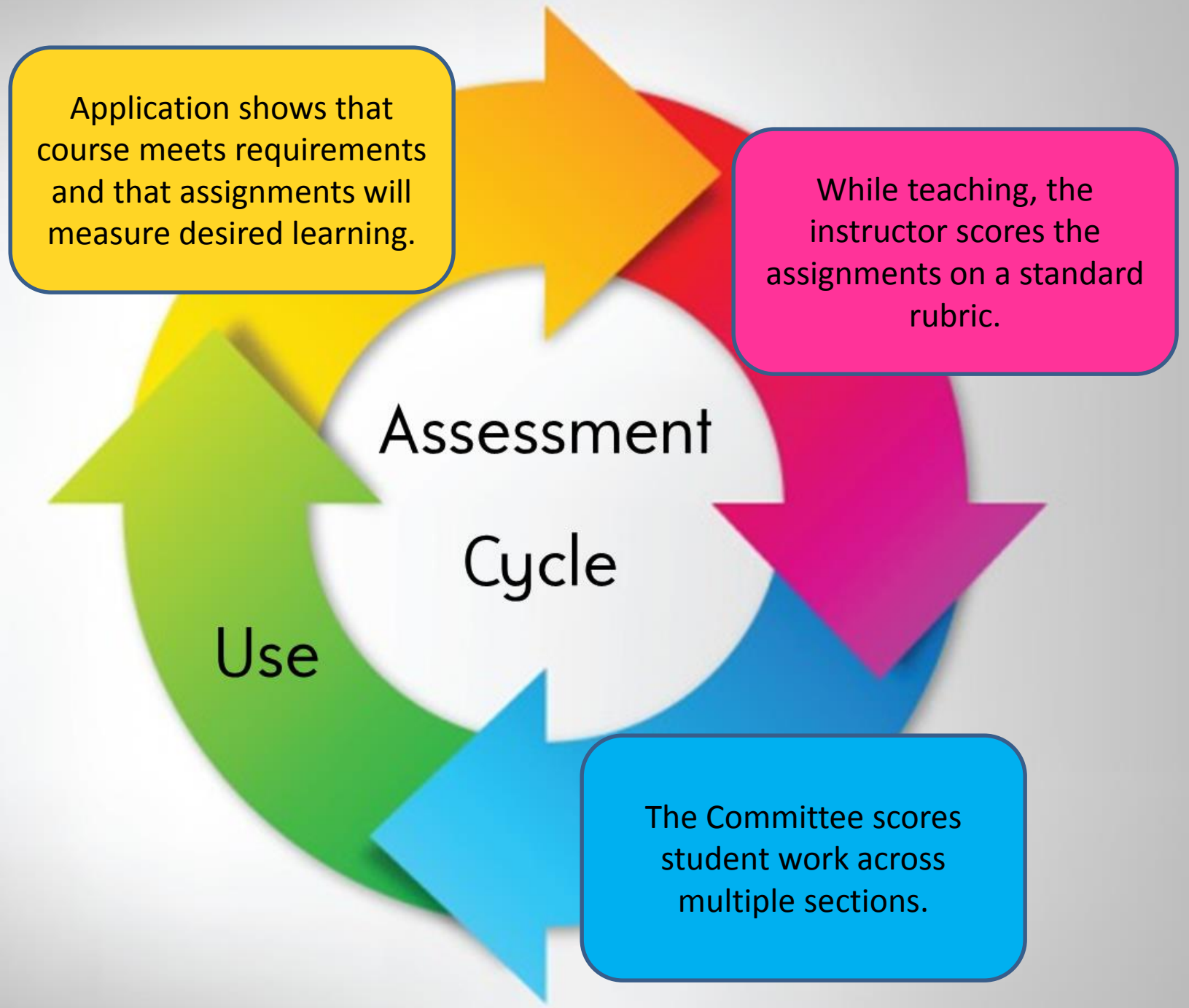
**Reading List**

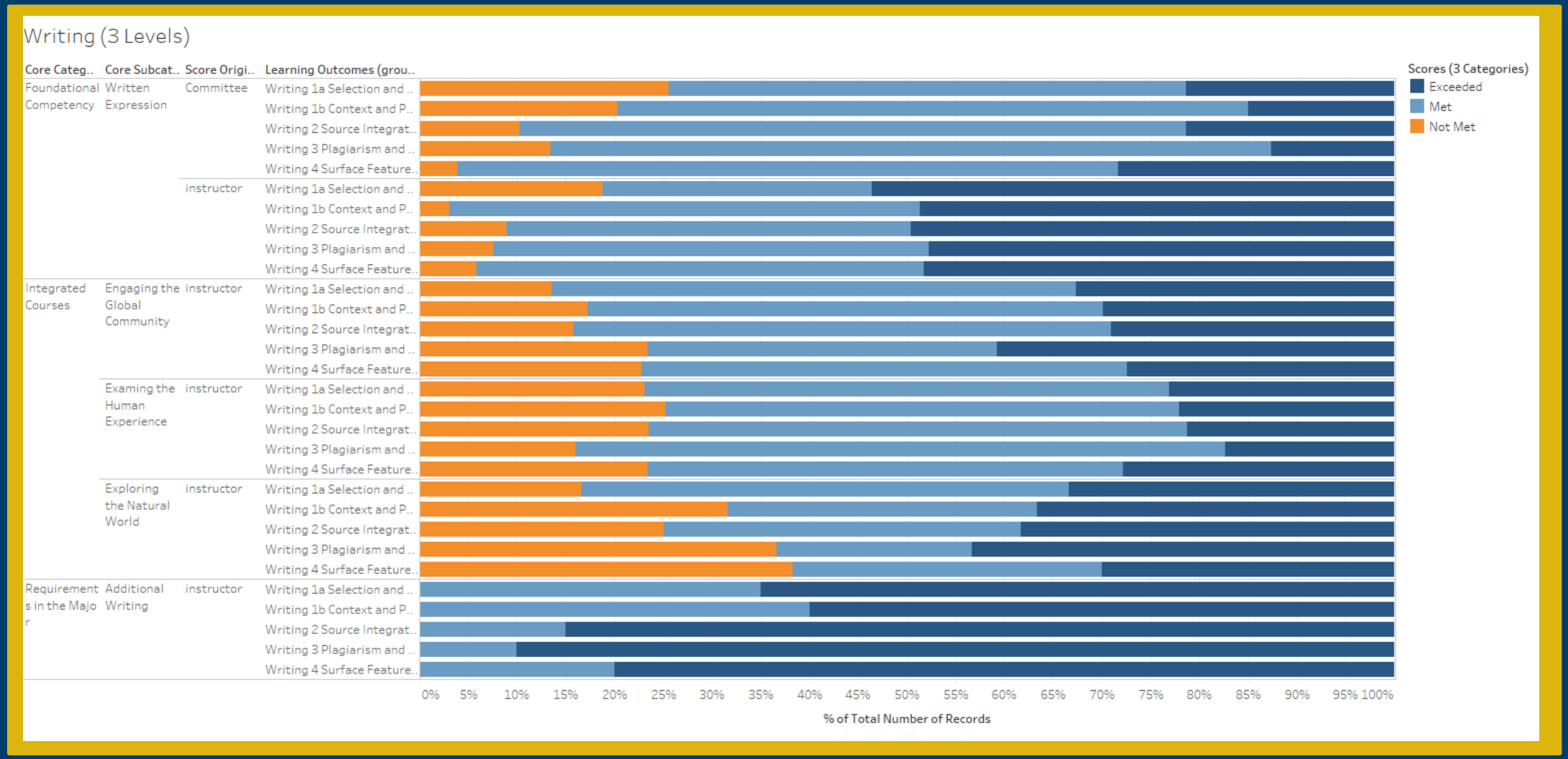
Attach Reading List


Application shows that course meets requirements and that assignments will measure desired learning.
While teaching, the instructor scores the assignments on a standard rubric.
Assessment
Cycle
Use
Measure

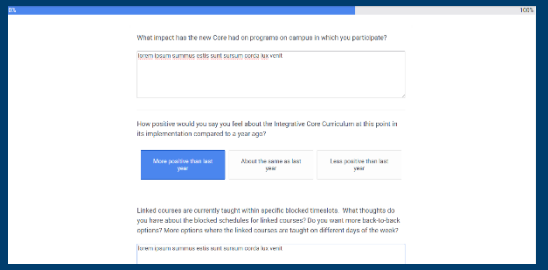
## Foundational Writing

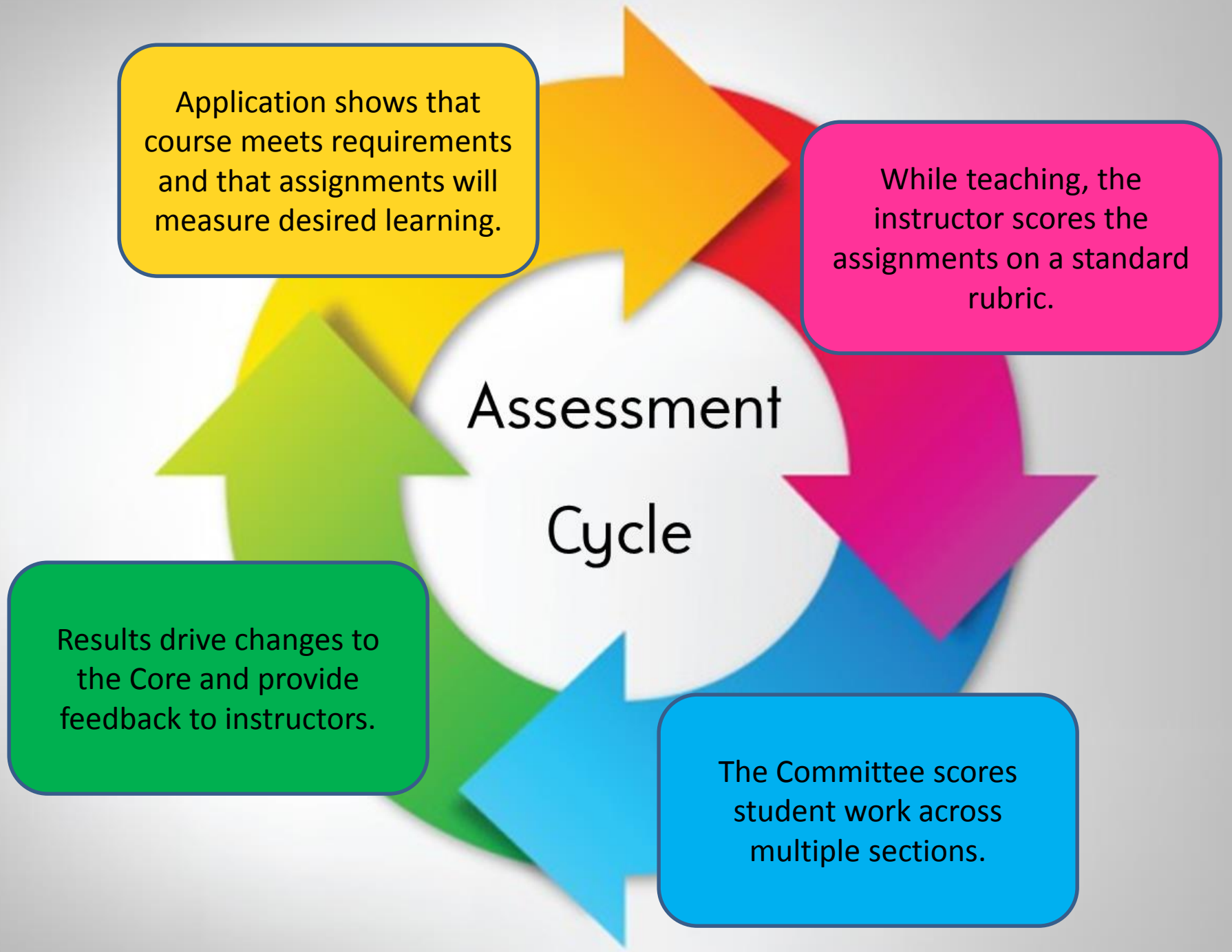
| | | Exceeded (5) | Met (3) | Not Met (1) |
|---|---|---|---|---|
| **Articulate an Argument:** Selection and Development of Topic | 4B1a | The writer selects a complex topic given audience, purpose, and length requirements and begins to properly situate the topic in relation to a larger context. | The writer selects a complex topic given audience, purpose, and length requirements but may not situate the topic in a larger context. | The writer selects a topic that is unsuitable for audience, purpose, and length requirements and does not situate the topic in a larger context. |
| **Articulate an Argument:** Context of and Purpose for Writing | 4B1b | The writer develops and supports an argument appropriate to context, audience, and purpose. | The writer attempts to develop and support an argument appropriate to context, audience, and purpose. | The writer does not at all develop or support the stated topic in relation to context, audience, and purpose. |
| **Source Integration** | 4B2 | The writer engages with and integrates credible and relevant sources. | The writer integrates evidence into his/her own argument. | The writer does not incorporate evidence, or fails to integrate evidence. |
| **Document Ethically:** Plagiarism and Citation | 4B3 | The writer avoids plagiarism and documents sources consistently using a citation style with few formatting errors. | The writer avoids plagiarism, and all important citation information is present, though documentation may contain formatting errors. | Writer omits important citation information or appears to have plagiarized. |
| **Control Surface Features:** Syntax and Mechanics | 4B4 | The writer uses straightforward language that conveys meaning to readers with clarity, with few errors. | The writer uses language that generally conveys meaning to readers with clarity, though writing may include some errors. | Writer uses language with major and frequent sentence-level errors that impede the reader's ability to understand the argument. |


Application shows that course meets requirements and that assignments will measure desired learning.
While teaching, the instructor scores the assignments on a standard rubric.
Assessment
Cycle
Use
The Committee scores student work across multiple sections.




Additional annual faculty survey




Application shows that course meets requirements and that assignments will measure desired learning.
While teaching, the instructor scores the assignments on a standard rubric.
Assessment
Cycle
Results drive changes to the Core and provide feedback to instructors.
The Committee scores student work across multiple sections.

# Decisions Based on Assessment and Data

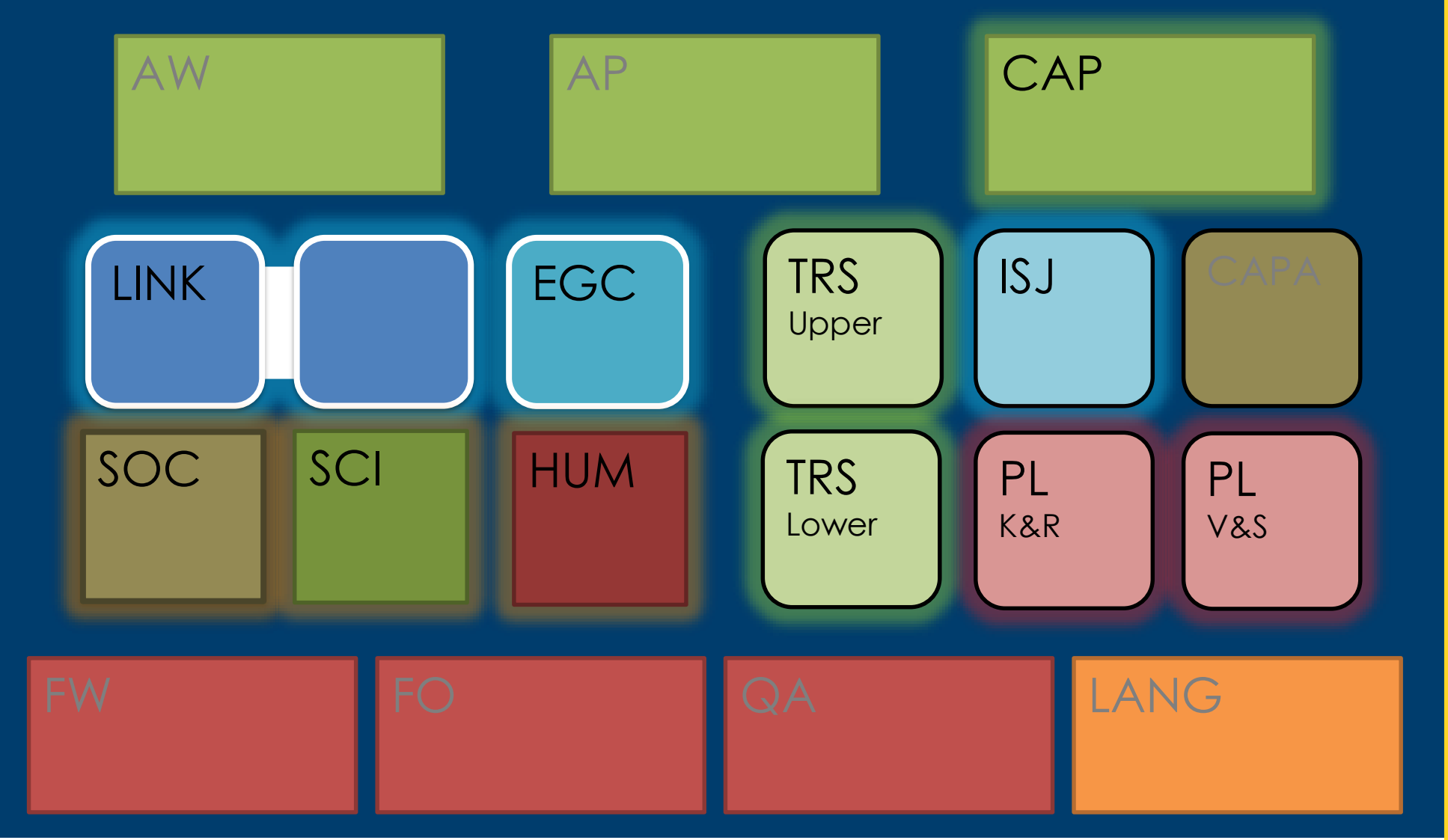
- Simplification of learning goals and rubrics
  - *based on feedback and assessment data*
- Improvements to application process
  - *based on feedback and implementation data*
- New foundational writing assignment
  - *based on assessment data*
- Changes to core structure

  - *based on implementation data*

Part VI:

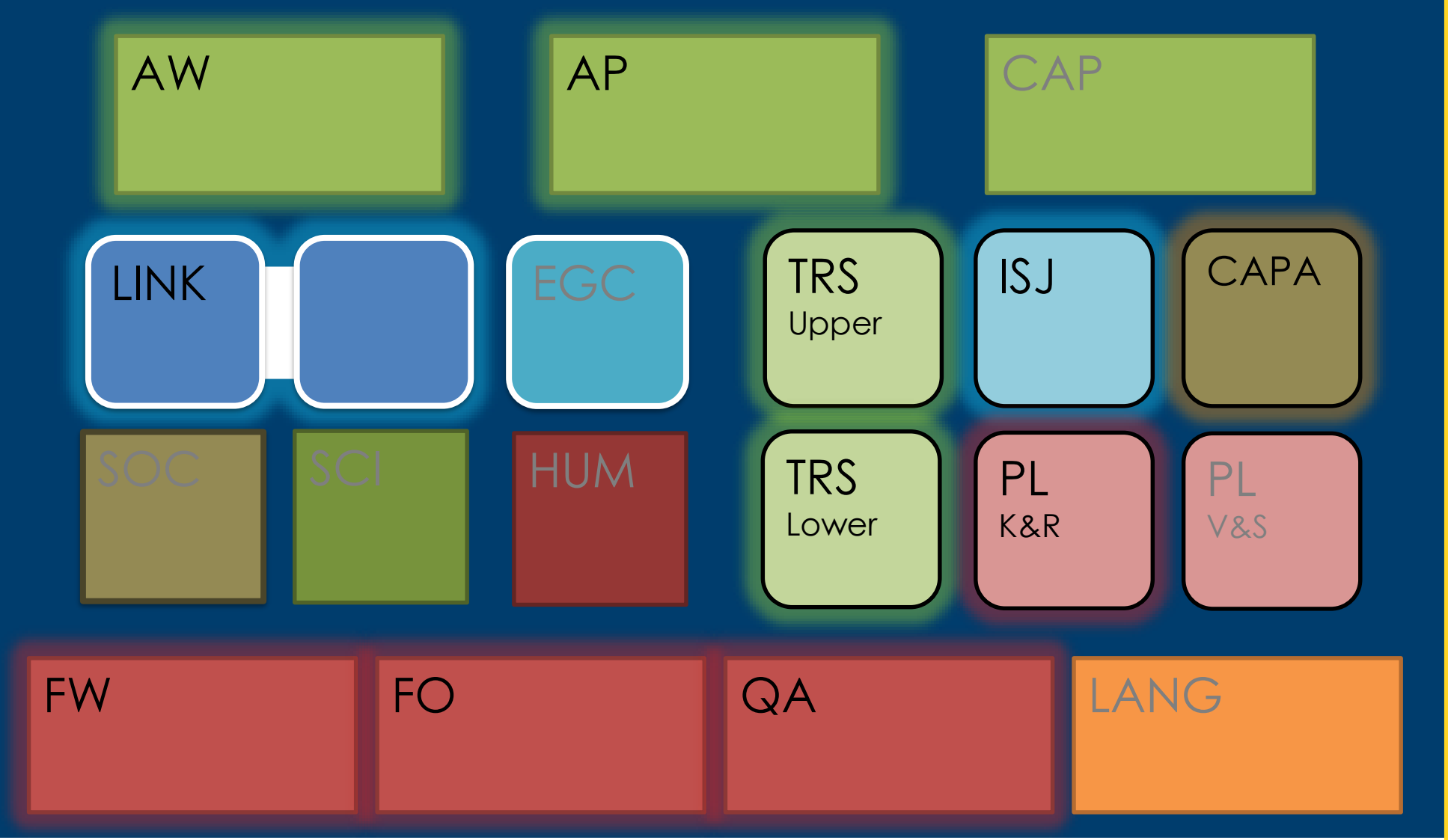
# INTEGRATED LEARNING GOALS

John Carroll UNIVERSITY



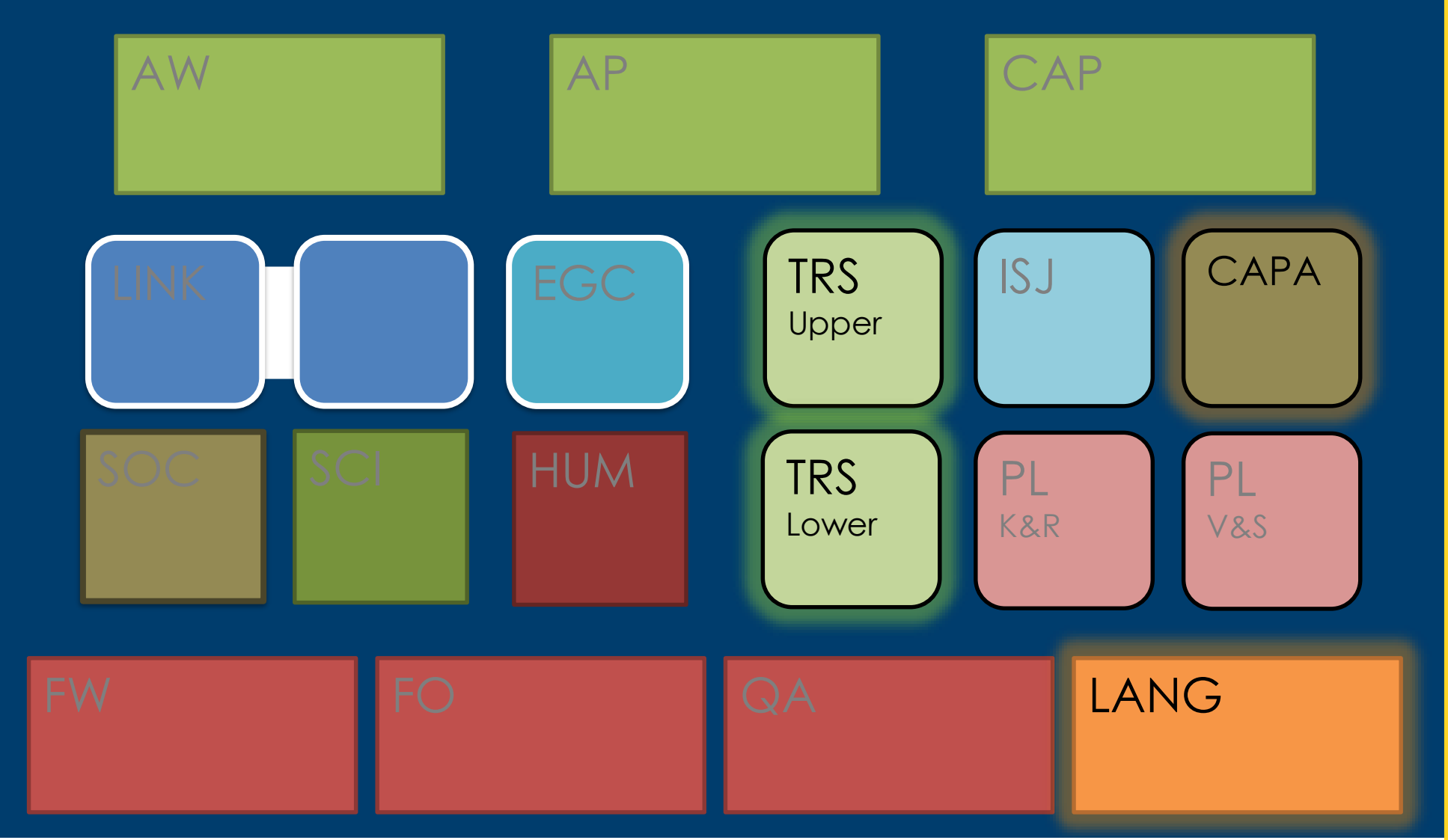

# INTELLECT

Demonstrate an **integrative knowledge** of human and natural worlds.



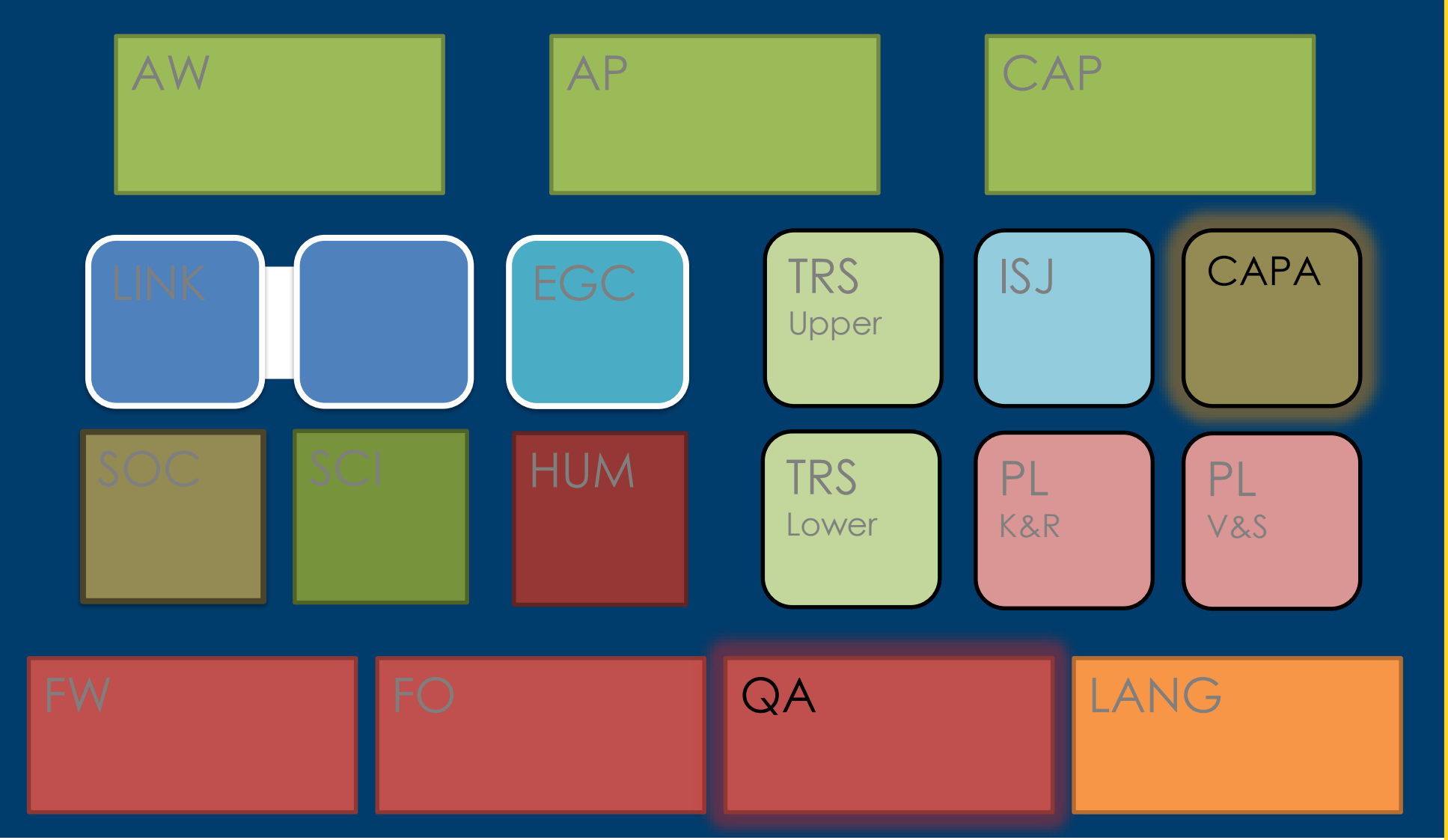

# INTELLECT

Develop habits of **critical analysis** and aesthetic appreciation.




# INTELLECT

Develop habits of critical analysis and **aesthetic appreciation**.

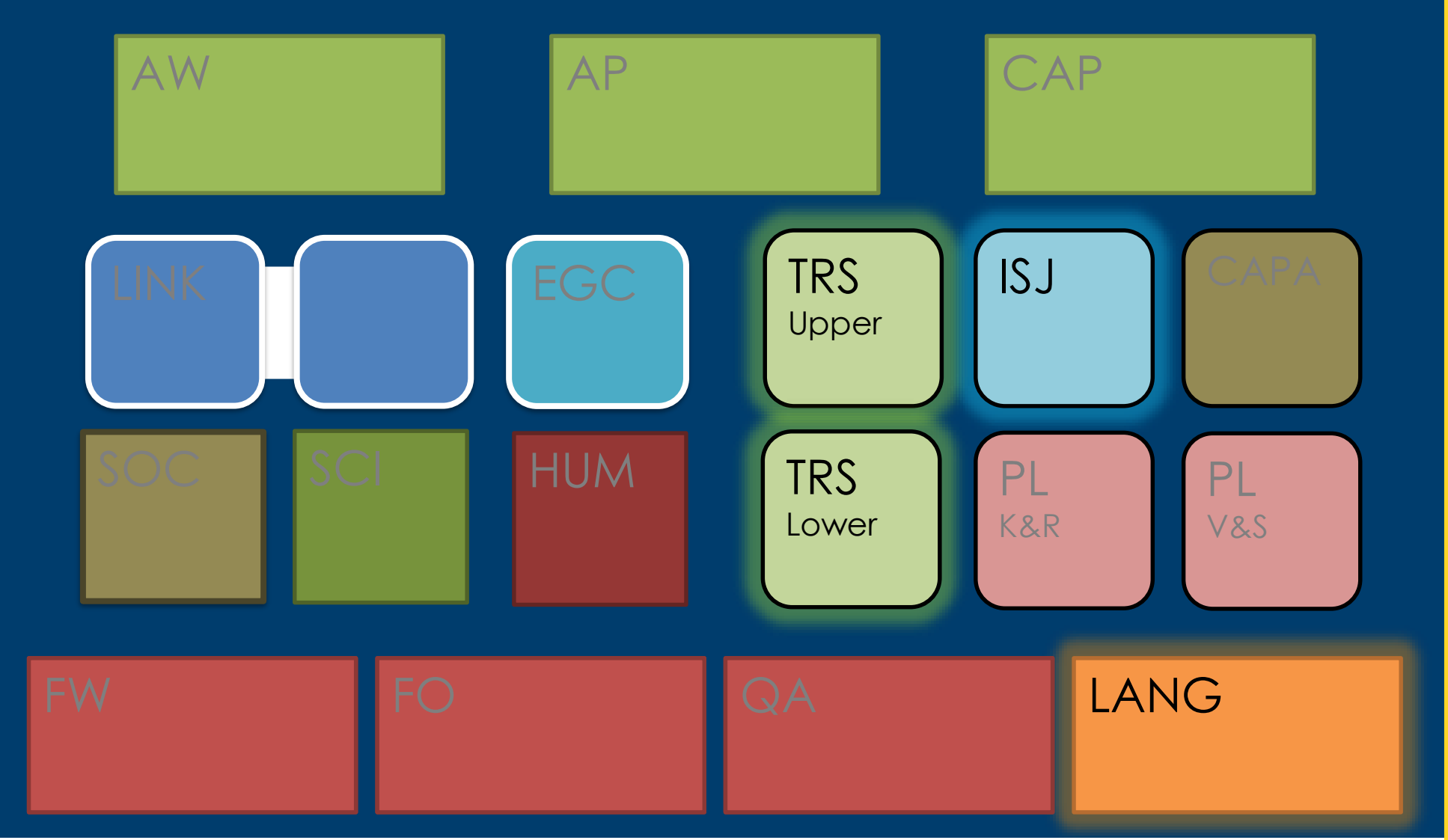



# INTELLECT

Apply **creative** and innovative **thinking**.

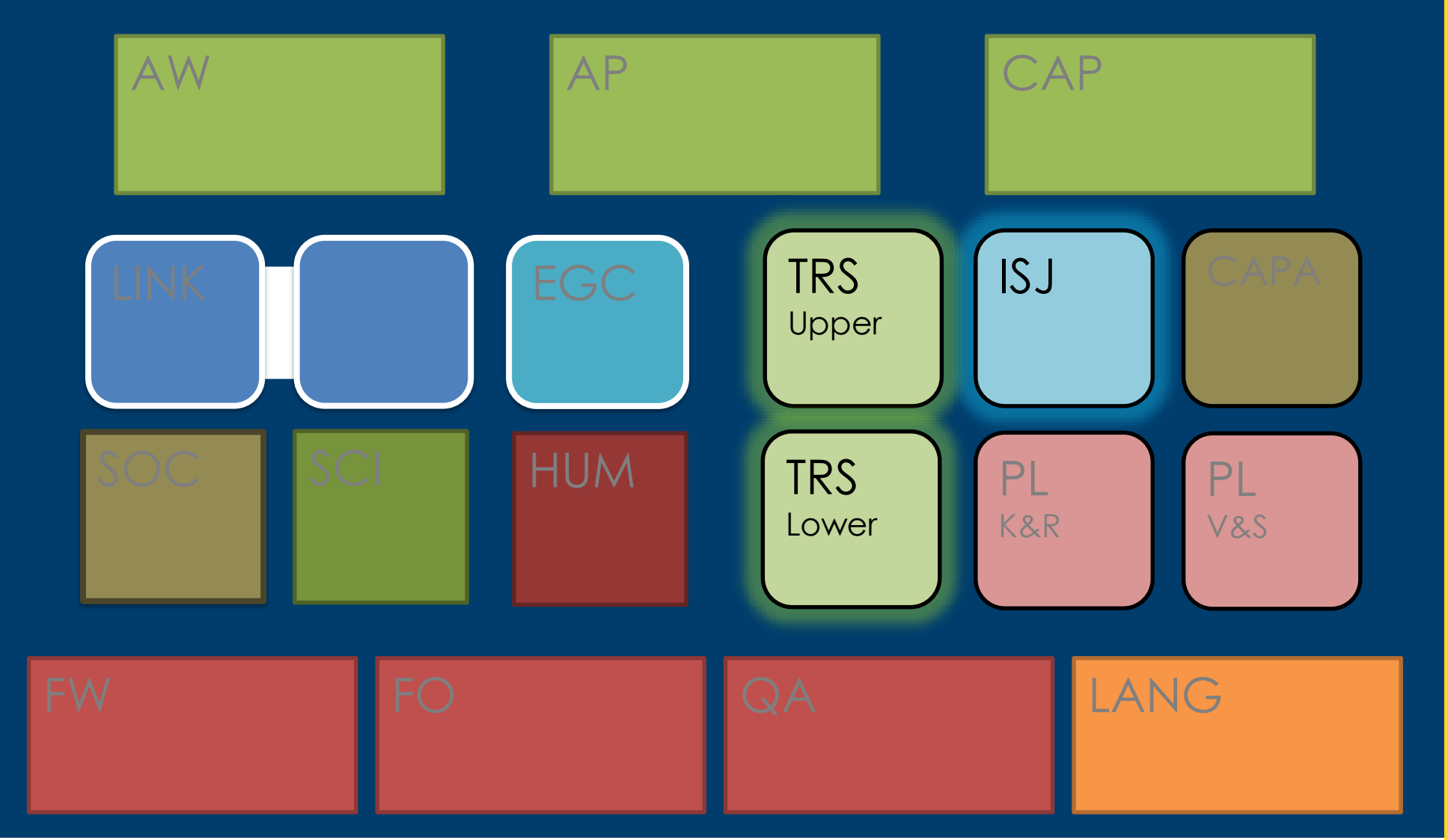
# INTELLECT

**Communicate** skillfully in multiple forms of expression.



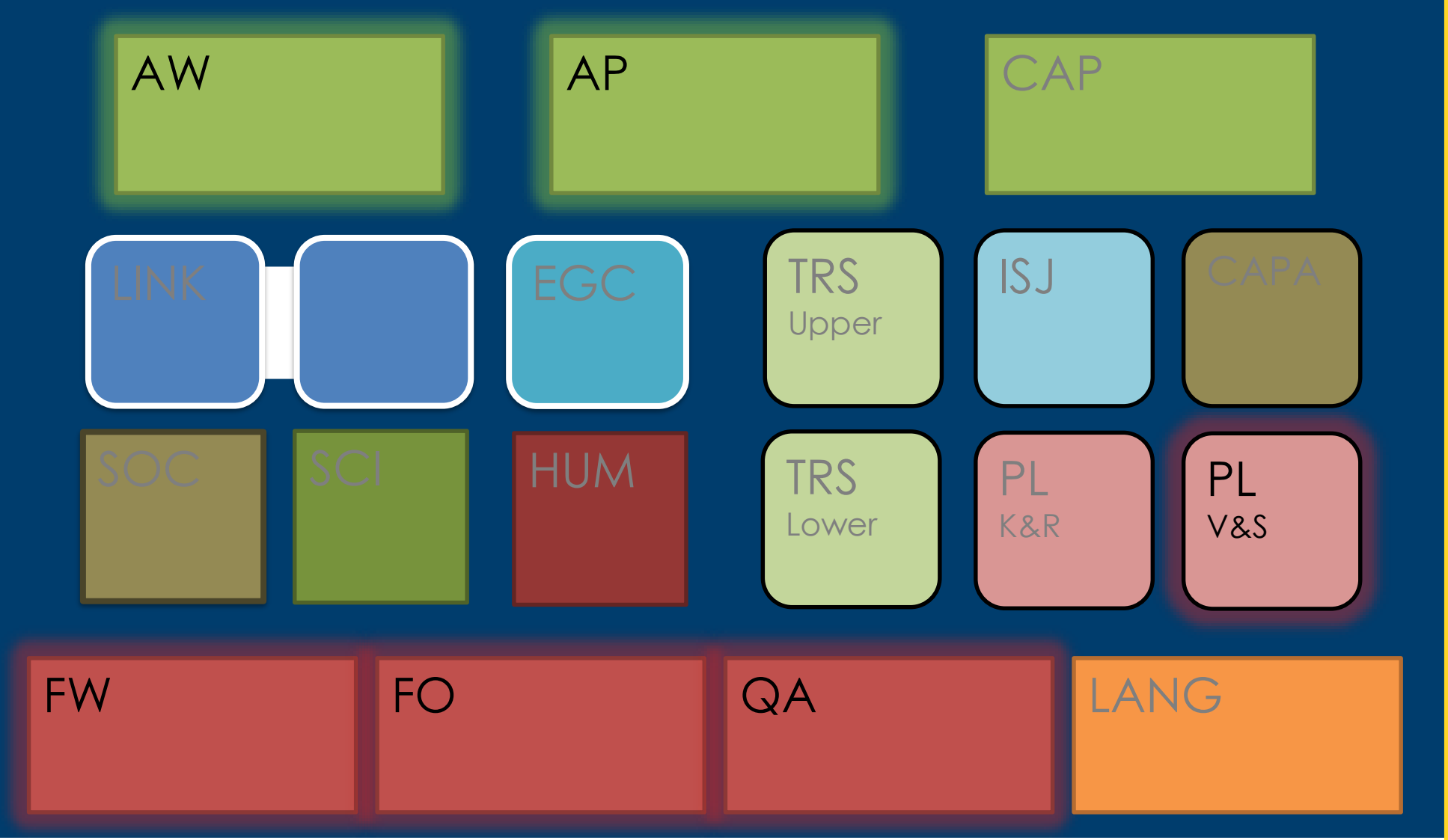

# CHARACTER

Act competently in a **global** and **diverse world**.



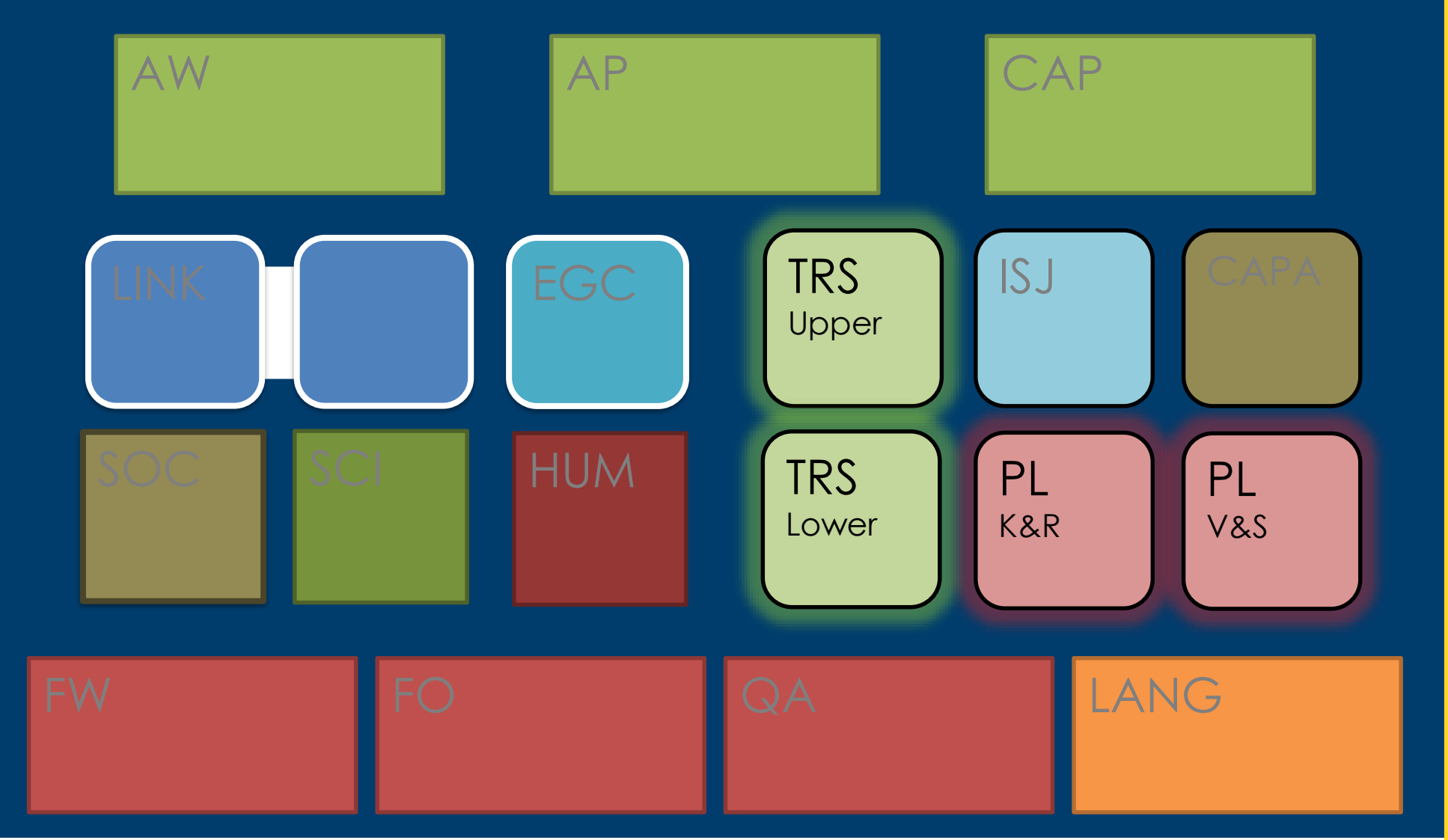

# SERVICE

Understand and promote **social justice**.




# LEADERSHIP

Apply a framework for examining **ethical** dilemmas.




# INTELLECT

Understand the **religious dimensions** of the human experience.

# Take Away: **Integration**

- University Learning Goals are integral to the Core.
- The Core provides opportunities for interdisciplinary work.
- The Core is part of the Major Program of Study
- Specific skills, like writing, speaking, quantitative analysis, and information literacy, are threaded through the Core.
- Assessment is key to the success of the Core.

AW

AP

CAP

LINK

EGC

TRS
Upper

ISJ

CAPA

SOC

SCI

HUM

TRS
Lower

PL
K&R

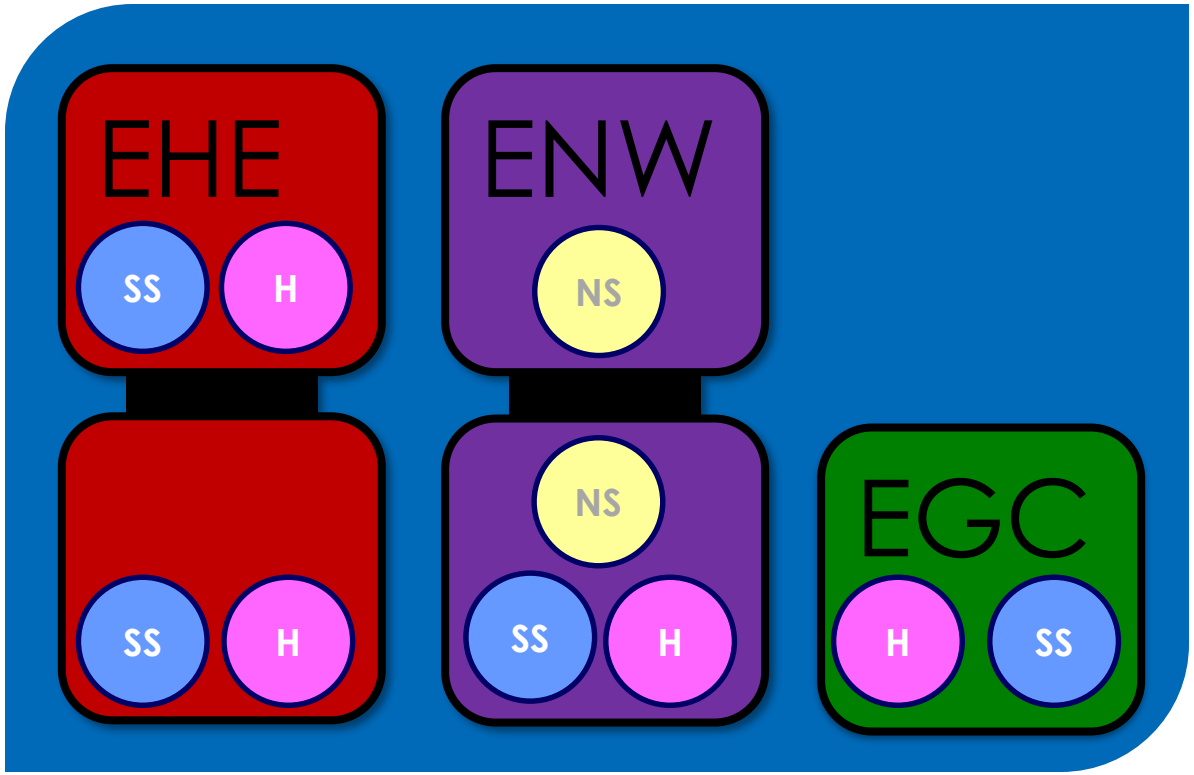
PL
V&S

FW

FO

QA

LANG


EHE
SS
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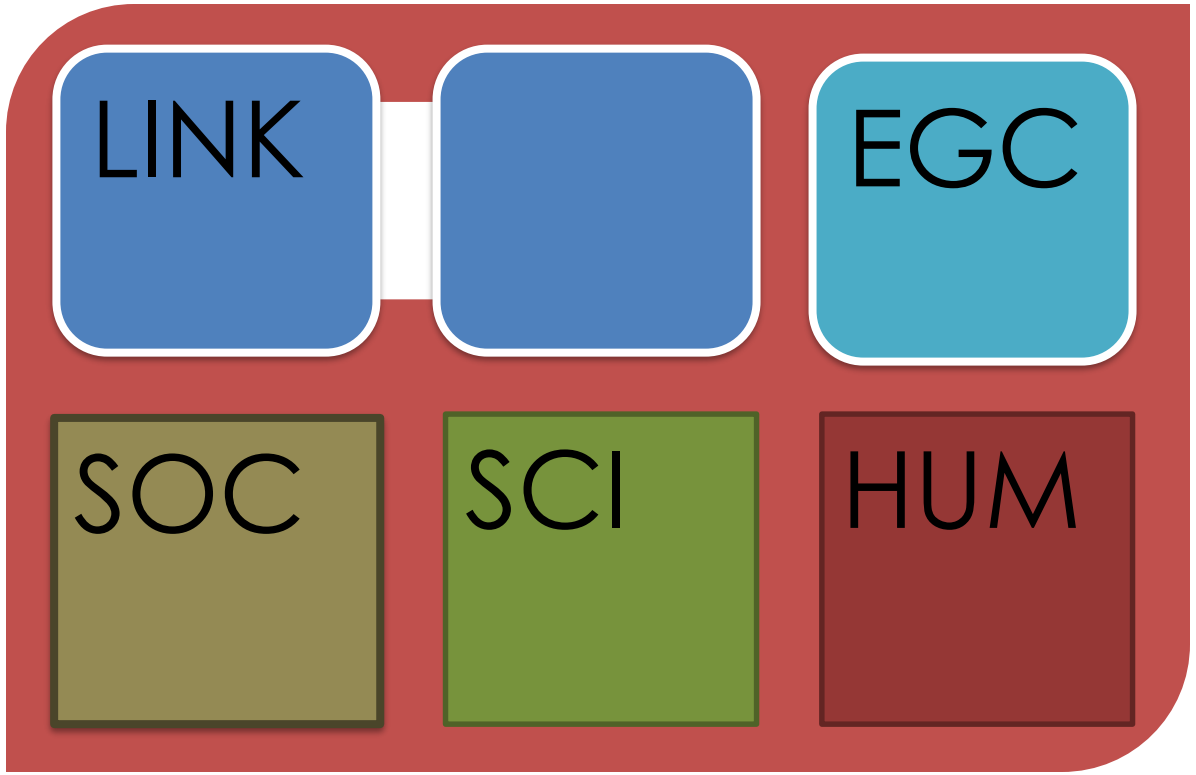
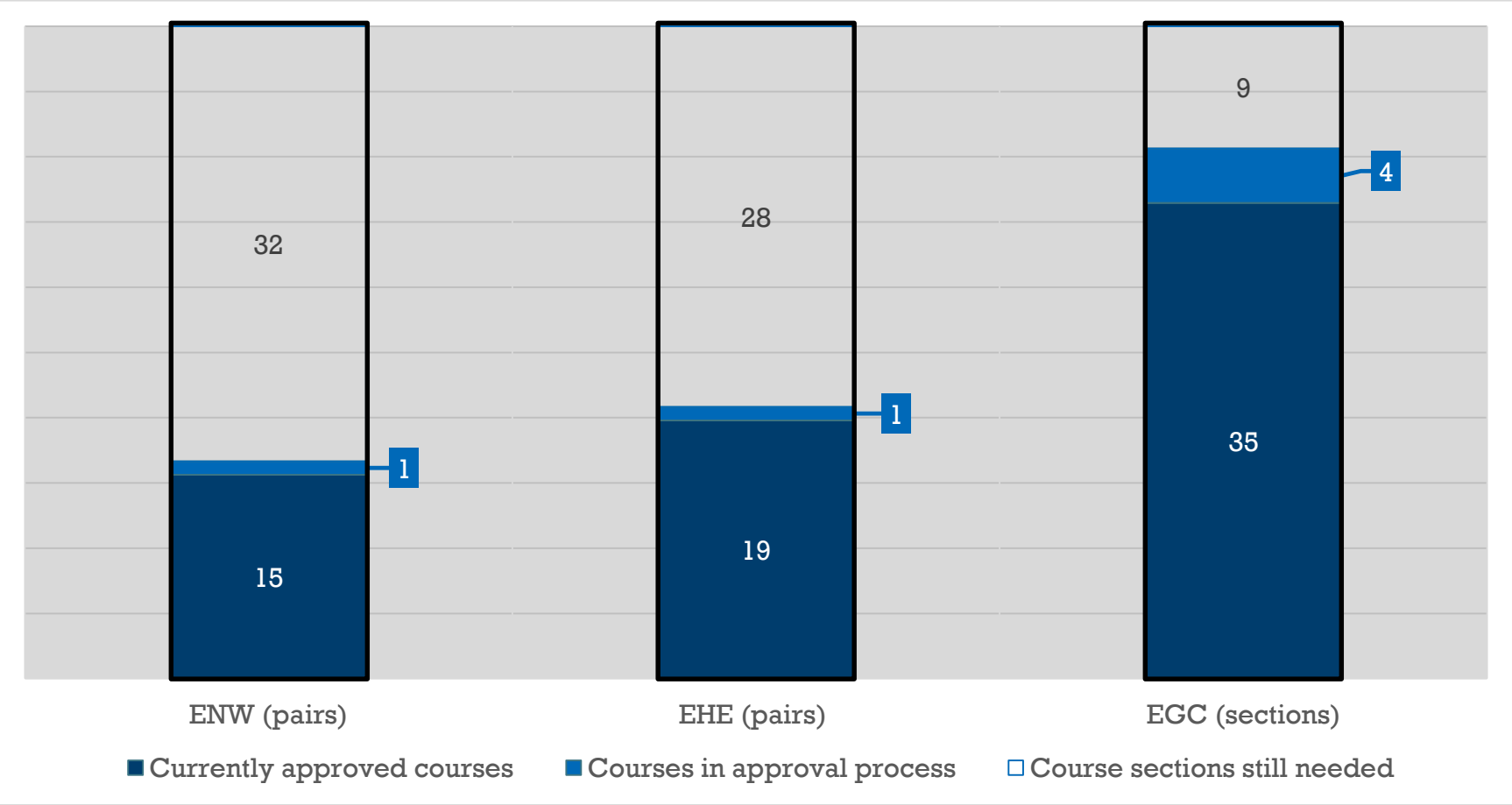

LINK
EGC
SOC
SCI
HUM

# Four Primary Problems

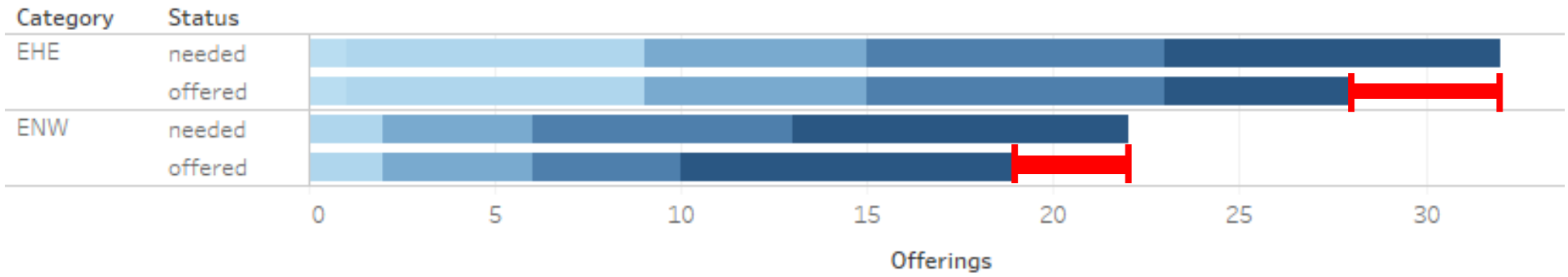
1. Shortage of linked course offerings
2. Shortage of offerings to meet distribution requirements
3. Shortage of courses appropriate for the first year
4. Limited transferability

# Problem: Linked Approvals

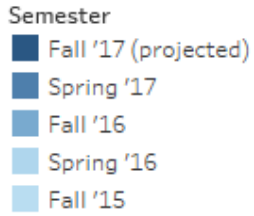



Full Implementation: 48 *approved* pairs or sections

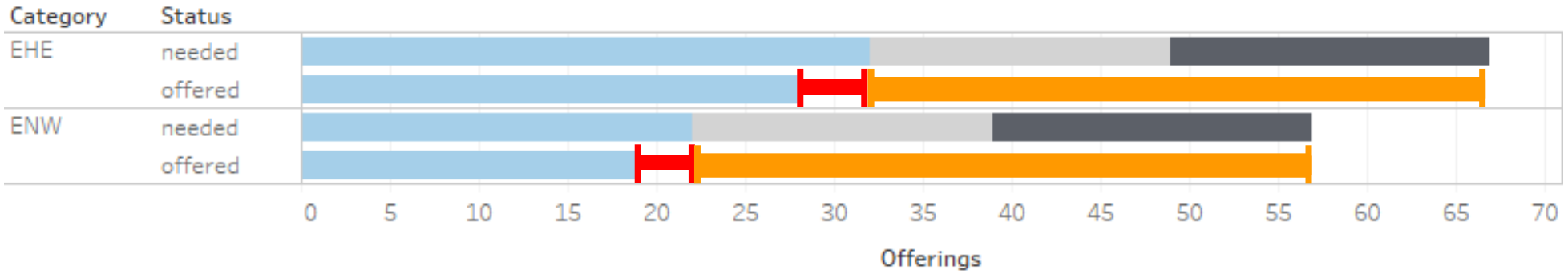
# Problem: Linked Offerings



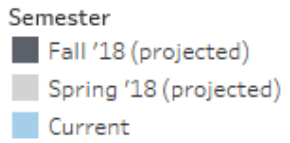

We have **already** not been able to offer enough linked courses to meet projected demands.



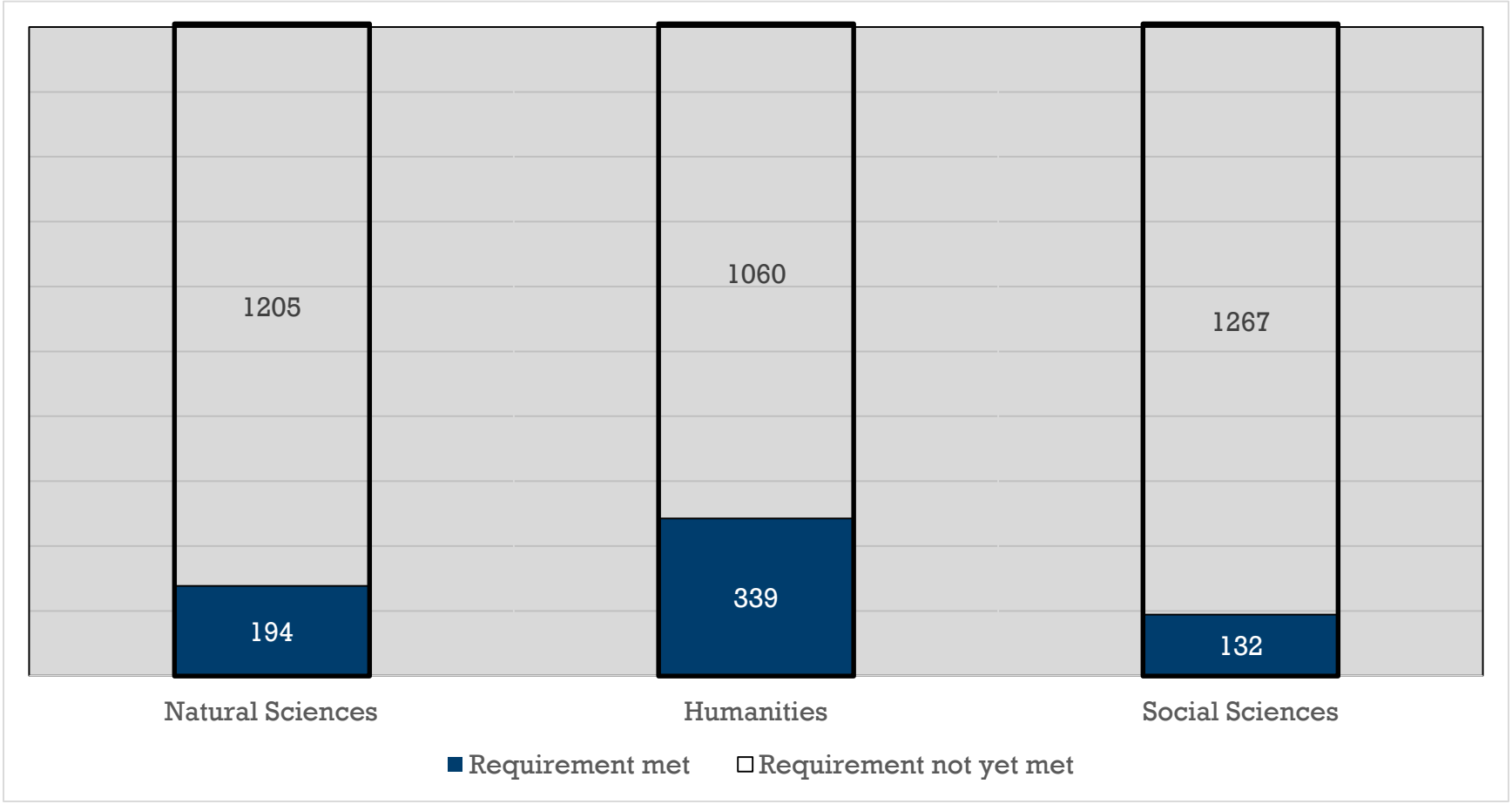
# Problem: Linked Offerings




We have **already** not been able to offer enough linked courses to meet projected demands.
Will we as **demand increases**?



# Problem: Distribution




1399 total students

# Problem: First-Semester Experience

- Foundational Competencies
  - Writing (3 cr.)
  - Speaking (3 cr.)
  - Quantitative Analysis (3 cr.)
- Languages (3)
- Integrated Courses
  - Global Community (3)
  - Human Experience (6)
  - Natural World (6)
- Jesuit Heritage
  - Philosophy
    - Knowledge & Reality (3)
    - Values & Society (3)
  - Theology and Religious Studies
    - 101 (3)
    - 200/300 (3)
  - Social Justice (3)
  - Creative and Performing Arts (1-3)

An average schedule leaves 3-6 credits to fill

# Problem: Transferability

- Foundational Competencies
  - Writing (3 cr.)
  - Speaking (3)
  - Quantitative Analysis (3)
- Languages (0-9)
- Integrated Courses (1 link)
  - Global Community (3)
  - Human Experience (6)
  - Natural World (6)
- Jesuit Heritage (6 max)
  - Philosophy
    - Knowledge & Reality (3)
    - Values & Society (3)
  - Theology and Religious Studies
    - 101 (3)
    - 200/300 (3)
  - Social Justice (3)
  - Creative and Performing Arts (1-3)

18 credits cannot transfer in