

## The Salve Regina University Core Curriculum:

### **A Program Designed for Developing Lifelong Learners and Responsible Citizens of the World.**

#### Purpose and Rationale

##### **Lifelong Learning:**

We, the faculty and administration of Salve Regina University, are committed to preparing our students for the future; that is, for a world that will continually change and yet remain constant in many ways. A crucially important way to prepare students for this changing world is by helping them discover that they can overcome these future challenges with a lifetime of learning and curiosity about the world.

We will promote a passion for this lifelong learning – through enthusiastic educational exchanges between learners and teachers, through our commitment to teaching, scholarship, and research, and through our insistence on high standards. Whenever possible and where appropriate, we will choose readings and experiences that will provoke the interest of students and also be diverse enough to address large, general ideas and issues. The University itself will provide a model for lifelong learning by being a vibrant learning community, a place where students and faculty engage in collaborative exchanges, the discussion of common texts and readings, and debates about the issues of our times.

##### **Responsible World Citizenship:**

*At Salve Regina, the term responsible World Citizenship attempts to express, in three words, ideals found in the University's Mission Statement and in the heritage of the Sisters of Mercy: (1) the acquisition of wisdom and learning that leads to a better understanding of the world and its people and (2) the promotion of a universal justice that is inspired by Catholic values.*

The term *responsible World Citizen* would describe someone who understands and appreciates the diversity of the one human family that extends across the globe. A *responsible World Citizen* is concerned about the major issues, whether local, regional, national or global, and keeps informed about them, in order to debate them intelligently.

Every student will be encouraged to be a *responsible World Citizen* who is ready to take concrete action that will promote human dignity, social justice, and sustainable global development and is also ready to assume the responsibilities of a citizen in his or her nation.

**Salve Regina University Core Curriculum**  
**Electronic Integrative Learning Portfolio**  
**Core Curriculum Goals Assessment – Freshman Year**

Introduction

The Salve Regina University core curriculum is designed for developing lifelong learners and responsible citizens of the world. As you near the end of your freshman year, we would like you to reflect upon what you have learned and how you see your progress toward meeting the four goals of the program. It is our hope that through self-reflection you will see personal growth and in turn you will help us to evaluate the effectiveness of our core curriculum.

This electronic portfolio exercise, undertaken in the context of the New Student Seminar, asks you to select pieces of work accomplished in the fall and spring semesters and present them in your electronic Integrative Learning Portfolio along with a brief reflection on how a particular piece of work demonstrates a developing understanding of and competence in the related goal.

These reflections will enable you to assess your progress on the goals of the Salve Regina University Core Curriculum. The selected pieces will be examined by university faculty to assess the overall effectiveness of the core curriculum in addressing the core goals, but this general and formative assessment will in no way affect your personal grades or academic standing at the university.

***Goal I – An Education with a Catholic Identity***

To encourage our students to seek wisdom and prudence and to promote mercy and universal justice by offering them a curriculum with a Catholic identity.

***Goal II - Liberal Education***

To provide students with the kind of broad and broadening Liberal Arts education that will: prepare them for a lifetime of developing their intellectual abilities; give them a moral foundation on which to build their learning, || challenge them to strengthen their mental flexibility; introduce them to different ways of encountering the realities in the world; and help them to advance in their careers or change their careers by giving them the confidence of knowing that they can learn new things.

***Goal III – Responsible Citizens of the World***

To help our students become responsible Citizens of the World.

***Goal IV – Lifelong Learning***

To help students utilize skills which are essential for lifelong learning by giving them opportunities to practice these skills *across the curriculum*.

**Electronic Integrative Learning Portfolio  
Goal Assessment  
Freshman Year**

Use the following rubric to help you select your evidence and write your reflections.

	Emerging	Clear	Exemplary
Evidence reflects an understanding of the goal as it relates to one or more of the objectives (THESIS)	Selected evidence has little or no relationship to the goal or objectives	Selected evidence has a clear connection to several goals and objectives	Selected evidence has multiple connections to the goals and objectives
Student's Ability to Articulate Connection between Evidence and Goal and Objective(s) (THESIS)	Stated connections between evidence (s) and goal/ objectives are vague or non-existent	Stated connections between evidence (s) and goal/ objectives are clearly written	Stated connections between evidence (s) and goal/ objectives are clearly written and have multiple connections
Use of Details to Substantiate Connection between Evidence and Goal and Objectives (SUPPORT)	Stated connections between evidence(s) and goal/objectives have few if any supporting details	Stated connections between evidence(s) and goal/objectives are supported by details	Stated connections between evidence(s) and goal/objectives are supported by multiple details which are logically developed and described well
Personal Learning Connections (SUPPORT)	Student makes no personal connection to the learning	Student recognizes what has been learned and makes personal connections to goal and objectives	Student makes exceptional observations about his/her learning and connections to the goal and objectives
Organization of Reflection (ORGANIZATION)	Reflection has little or no organization	Reflection is fairly well organized	Reflection is clearly organized within and between parts
Voice (AUDIENCE)	Reflection has limited voice	Reflection has voice	Reflection has vivid voice
Use of Language Skills/ Conventions (MECHANICS)	Student has weak language skills/ conventions in spelling, grammar, usage, and/or punctuation	Student has good command of language skills/ conventions in spelling, grammar, usage, punctuation	Student has exceptional command of language skills/ conventions

**Salve Regina University Core Curriculum**  
**Electronic Integrative Learning Portfolio**  
**Goal I Assessment – Freshman Year**

**Goal I – An Education with a Catholic Identity**

*To encourage our students to seek wisdom and prudence and to promote mercy and universal justice by offering them a curriculum with a Catholic identity.*

**Directions to Student**

Ask yourself, “How have I consciously sought wisdom in the past year? How have I tried to promote mercy and universal justice? How has studying at a Catholic University made a difference in my undergraduate education?” Some evidence to consider collecting for this goal would be your reading and writing about the Bible and other texts both from Christianity and other religious traditions; your knowledge and understanding of Catherine McAuley and the Mercy tradition; your examination of academic topics and issues from the perspective of Christian ethics; your experience making connections between faith, learning, and service; your ability to recognize the connections between the various disciplines you are studying and to integrate your learning; and your understanding of and commitment to social justice. Think about times and assignments when you were asked to connect your academic learning to moral and spiritual concerns. These assignments may include papers but also power point presentations, creative artworks, service projects, and other types of experiential learning.

Select a piece or pieces of evidence from one or more of your courses that you believe have helped you to reach *Goal I– An Education with a Catholic Identity: To encourage our students to seek wisdom and prudence and to promote mercy and universal justice by offering them a curriculum with a Catholic identity.* In a brief (1-3 pp.) reflective essay, please demonstrate how this assignment helped you achieve one or more of the learning objectives (see below) for this goal.

This reflective essay should answer the following questions:

1. **What is your understanding of Goal I? Make specific reference to the goal objectives, but explain in your own words your understanding of this goal.**
2. **Why have you selected the piece(s) of work to demonstrate progress toward Goal I? Be specific in your interpretation of how your work demonstrates this goal.**
3. **What specific objectives did you demonstrate and what are the specific connection(s) of the selected piece(s) of work to these learning objectives for Goal I? Make as many connections as possible and support each with details.**
4. **What areas of improvement or development related to Goal I do you intend to work on?**

When you have selected one or more pieces of work demonstrating progress towards Goal I, please upload your selection to mydata and provide a link to your reflective essay in your Electronic Integrative Learning Portfolio.

**Integrative Learning Portfolio  
Goal I Assessment  
Freshman Year**

***Goal I – An Education with a Catholic Identity***

**To encourage our students to seek wisdom and prudence and to promote mercy and universal justice by offering them a curriculum with a Catholic identity.**

***Objectives:*** *In order to reach this goal, students will be expected to*

**Knowledge and Skills**

- 1.1 demonstrate an awareness of the Catholic intellectual tradition and its distinctive contribution to liberal education at this university.
- 1.2 know the life of Catherine McAuley and the Mercy mission as a prototype of world citizenship and Catholic identity.
- 1.3 cultivate attitudes and practices that reflect an abiding respect for the dignity of all persons and a commitment to social justice

**Analysis**

- 1.4 understand the enduring influence of the Bible and Jewish, Christian, and specifically Catholic, symbols, stories, ideas, values and practices.
- 1.5 engage the Catholic religious tradition with other religious perspectives.
- 1.6 evaluate their learning and actions from the perspective of Christian ethics.

**Synthesis**

- 1.7 understand the teachings of Jesus that give this university its compelling vision of a realm of peace and justice.
- 1.8 understand how to integrate faith, learning, and service as a means to enrich personal and community life.
- 1.9 recognize the essential unity of all knowledge as both an intellectual and a religious principle through interdisciplinary study and thematic connections among discipline-based courses.

**Salve Regina University Core Curriculum**  
**Integrative Learning Portfolio**  
**Goal II Assessment – Freshman Year**

**Goal II – Liberal Education**

*To provide students with a liberal arts education that will prepare them for a lifetime of developing their intellectual abilities and moral foundation.*

**Directions to Student**

Ask yourself, “What intellectual and moral abilities have I acquired and practiced this year?” Some areas to consider writing about would be your insights into the values and principles that guide you to make decisions about truth and how you will live your life based on these truths. How have you developed in your knowledge about liberal arts disciplines from courses in the humanities, mathematics, religious studies, science and the social sciences? Are you more aware of the interconnectedness between these disciplines and if so, share some specific example(s) of your understanding. Think about times when you have used knowledge to critically evaluate issues under study, to discern rational arguments, to revise uninformed opinions or faulty thinking and give examples. Have you been able to apply your studies in the Liberal Arts and Sciences to arrive at a better understanding or solution to a contemporary issue and situation? Give a specific example. In any of your classes did you have assignments or projects that fostered a sense of working collaboratively to arrive at a more informed and educated view or stance on a topic? Give a specific example.

Select a piece or pieces of evidence (papers, creative works, power point presentations, service projects, other experiential learning projects) from one or more of your courses that you believe have helped you to reach *Goal II: Liberal Education: To Provide Students with a Liberal Arts Education That Will Prepare Them for a Lifetime of Developing Their Intellectual Abilities and Moral Foundation*. In a brief (1-3 pp.) reflective essay, please demonstrate how this assignment helped you achieve one or more of the learning objectives (see next page) for this goal.

This reflective essay should answer the following questions:

- 1. What is your understanding of Goal II?** Make specific reference to the goal objectives, but explain in your own words your understanding of this goal.
- 2. Why have you selected the piece(s) of work to demonstrate progress toward Goal II?** Be specific in your interpretation of how your work demonstrates this goal.
- 3. What specific objectives did you demonstrate and what are the specific connection(s) of the selected piece(s) of work to these learning objectives for Goal II?** Make as many connections as possible and support each with details.
- 4. What areas of improvement or development related to Goal II do you intend to work on?**

When you have selected one or more pieces of work demonstrating progress toward Goal II, please upload your selection to mydata and provide a link to your reflective essay in your Electronic Integrative Learning Portfolio.

***Goal II – Liberal Education***

**Liberal Education:** To provide students with the kind of broad and broadening Liberal Arts education that will prepare them for a lifetime of developing their intellectual abilities, give them a moral foundation on which to build their learning, challenge them to strengthen their mental flexibility, introduce them to different ways of encountering the realities in the world, and help them to advance in their careers or change their careers by giving them the confidence of knowing that they can learn new things.

***Objectives:*** *In order to reach this goal, students will be expected to*

**Knowledge and Skills**

2.1 examine enduring insights, values and principles, starting with the Bible and Socrates, that have helped people to discern the truth.

2.2 develop an awareness of the complexity of other cultural traditions as well as their own in debating urgent contemporary issues within the context of faith and reason

**Analysis**

2.3 engage in critical self-inquiry that promotes self-knowledge in order to develop (1) the ability to evaluate different opinions and beliefs, (2) a willingness to test one's point of view against others, (3) a willingness to recognize faulty thinking and seek other rational alternatives, and (4) a sense of collaboration by learning in community.

2.4 apply their studies in the Liberal Arts and Sciences to contemporary issues and situations.

**Synthesis**

2.5 develop a knowledge and understanding of religious studies, the humanities, mathematics, science, and the social sciences and an awareness of the interconnectedness of the various disciplines in the Liberal Arts and Sciences curriculum.

**Salve Regina University Core Curriculum**  
**Integrative Learning Portfolio**  
**Goal III Assessment – Freshman Year**

**Goal III – Responsible Citizens of the World**

*To help our students become responsible citizens of the world*

**Directions to Student**

The challenge this goal presents is not to state the obvious, namely that we are indeed citizens of the world, but to consider how we can live this reality *responsibly* "in order to promote the respect and empathy of one another that is essential for dialogue." *In what ways have your education so far equipped you to enter this dialogue?* There are several ways to answer this abstract and lofty question: on the local level, you may look at how "differences" are constructed and imagined to define group loyalties and identities. You may apply your observations to the scale of your "culture" collectively. Your understanding of your own culture serves as your gateway toward gaining an awareness of other cultures. What projects (writing assignments, power point presentations, creative artworks, service projects, and other types of experiential learning) have you completed so far relate to this paradigm? For example, a student who writes a paper on how Othello or Medea are *othered* by the members of societies that do not tolerate difference is engaged with ideas that get to the heart of how cultural difference is constructed and promoted. While you may have successfully performed similar tasks to this one, we ask you now to relate your academic work to your own situation as a responsible citizen of the world.

Select a piece or pieces of evidence from one or more of your courses that you believe have helped you to reach *Goal III– Responsible Citizens of the World: To Help Our Students Become Responsible Citizens of the World*. In a brief (1-3 pp.) reflective essay, please demonstrate how this assignment helped you achieve one or more of the learning objectives (see below) for this goal.

This reflective essay should answer the following questions:

- 1. What is your understanding of Goal III?** Make specific reference to the goal objectives, but explain in your own words your understanding of this goal.
- 2. Why have you selected the piece(s) of work to demonstrate progress toward Goal III?** Be specific in your interpretation of how your work demonstrates this goal.
- 3. What specific objectives did you demonstrate and what are the specific connection(s) of the selected piece(s) of work to these learning objectives for Goal III?** Make as many connections as possible and support each with details.
- 4. What areas of improvement or development related to Goal III do you intend to work on?**

When you have selected one or more pieces of work demonstrating progress toward Goal III, please upload your selection to mydata and provide a link to your reflective essay in your Electronic Integrative Learning Portfolio.



***Goal III - Responsible Citizens of the World***

**To help our students become responsible citizens of the world.**

***Objectives:*** *In order to reach this goal, students will be expected to*

**Knowledge and Skills**

3.1 develop an understanding of their own culture, since this culture will be the base for cross-cultural reference.

3.2 develop a knowledge and understanding of cultures throughout the world.

**Analysis**

3.3 develop, through critical analysis, a knowledge and an understanding of Western Civilization and the relationship of the United States to it.

3.4 gain awareness of cultural differences in order to promote the respect and empathy for one another that is essential for dialogue.

**Synthesis**

3.5 transcend the inclination to define themselves primarily in terms of group loyalties and identities.

**Salve Regina University Core Curriculum**  
**Integrative Learning Portfolio**  
**Goal IV Assessment – Freshman Year**

**Goal IV – Lifelong Learning**

*To help students utilize skills which are essential for lifelong learning by giving them opportunities to practice these skills across the curriculum.*

**Directions to Student**

Ask yourself, “What essential lifelong learning skills have I acquired and practiced this year?” Some areas to consider writing about would be your communication skills, your development of the art of rhetoric, your ability to do research, analyze and solve quantitative and/or qualitative problems. Think about times when you have used technology to communicate and acquire information. There were assignments that required you to read and think critically, problem-solve, integrate and synthesize information and ideas. Some assignments might have helped you to recognize the beauty, the goodness and the breadth of human experience. Finally there were times when you worked cooperatively while becoming an even more independent learner.

Select a piece or pieces of evidence (papers, creative works, power point presentations, service projects, other experiential learning projects) from one or more of your courses that you believe have helped you to reach *Goal IV – Lifelong Learning: To Help Students Utilize Skills that are Essential For Lifelong Learning by Giving Them Opportunities to Practice These Skills Across the Curriculum*. In a brief (1-3 pp.) reflective essay, please demonstrate how this assignment helped you achieve one or more of the learning objectives (see next page) for this goal.

This reflective essay should answer the following questions:

- 1. What is your understanding of Goal IV?** Make specific reference to the goal objectives, but explain in your own words your understanding of this goal.
- 2. Why have you selected the piece(s) of work to demonstrate progress toward Goal IV?** Be specific in your interpretation of how your work demonstrates this goal.
- 3. What specific objectives did you demonstrate and what are the specific connection(s) of the selected piece(s) of work to these learning objectives for Goal IV?** Make as many connections as possible and support each with details.
- 4. What areas of improvement or development related to Goal IV do you intend to work on?**

When you have selected one or more pieces of work demonstrating progress toward Goal IV, please upload your selection to mydata and provide a link to your reflective essay in your Electronic Integrative Learning Portfolio.

***Goal IV – Lifelong Learning***

**To help students utilize skills that are essential for lifelong learning by giving them opportunities to practice these skills *across the curriculum*.**

***Objectives:*** *In order to reach this goal, students will be expected to*

**Knowledge and Skills**

4.1 acquire the necessary foundation for the further development and refinement of their communication skills.

4.2 demonstrate the ability to persuade through the organization of ideas (in writing, speaking, and discussion) and through the art of rhetoric.

4.3 use research as a means of finding and communicating the truth.

4.4 use technology to communicate and acquire information.

4.5 learn to work cooperatively while becoming ever more independent learners.

**Analysis**

4.6 analyze and solve both quantitative and qualitative problems

4.7 apply skills related to critical reading, critical thinking, and problem solving.

**Synthesis**

4.8 integrate and synthesize information and ideas.

4.9 develop the creative, critical, and imaginative skills needed to recognize the beauty, the goodness and the breadth of human experience.

## **First Year Experience / New Student Seminar Culminating Portfolio Reflective Essay Instructions**

Last summer you were asked to explore your worldview through guided reflections on the text *The Question of God*. Reread your summer reflections and think about your first year at Salve Regina University including your coursework and your student life experiences. As part of your four-year integrative writing portfolio, analyze and incorporate these experiences into a culminating portfolio essay (2-4 pages) as you respond to **three** of the following reflection topics. This reflection is an essential component to the first year leaning process in your understanding about yourself, who you were when you started your education at Salve Regina University, a high school student and who you have become at the end of your first year, now a sophomore.

**In responding to three of the following, describe how your thinking was influenced by reading, writing and discussions in coursework and by your first year experience. Give specific examples and details throughout your essay. And submit your reflection to your electronic integrative learning portfolio.**

- (1) Based on your experience at Salve Regina University, write about someone who has influenced your worldview. Briefly describe the person, your interaction with them and how they changed your worldview.
- (2) In what ways have your thinking about morality been strengthened and reinforced or called into question and changed?
- (3) Have you had a conversion experience or have you experienced *Signposts* that have revealed your God to you? How are you different in your experience of God from one year ago when you were a senior in high school?
- (4) Has your conception of happiness been strengthened, deepened or called into question and changed?
- (5) Have your thoughts on sex and love changed over this past year?
- (6) Have your conceptions on pain, death and suffering been strengthened and reinforced or called into question and changed?