Core Curriculum Outcomes Assessment Summary Form

This form is to be completed by a representative from the Core Curriculum Assessment Sub-Committee. The information provided in this form will be used by University of Detroit Mercy to inform stakeholder

Areas in Need of Strengthening

There was less assessment or less explicit explanation of IT6.1 - Appraise and evaluate the goals, values, and conceptions of social justice, but a stronger display of mastery of IT6.2 - Cultivate an understanding of the dynamics of economic, political, and social injustice and IT6.3 - Investigate remedies to social injustice. This imbalance reflects an interest in practical application of solutions to social justice and less commitment to critical work on the theories of social justice. Faculty posed the question of what function does "spirituality" have for IT6 in this current rubric? Suggestions were made to move it from the title to being a part of IT6.1 – to say students are learning from spiritual and non-spiritual traditions, philosophies, etc. of social justice.

Some courses have too broad of an objective on social justice, making the teaching of the subject as part of the course tenuous. There needs to be a specific and rigorous link to social justice for students to both critically understand a theory of social justice, understand the social context of injustice, and then understand/apply a solution. Moreover, students need to understand a larger conceptual framework of justice, not simply ways to alleviate injustice.

Strategies for Improvement

Need instructors to be more intentional about IT6.1 – show them what theories of social justice ground the course, whether from canonical texts or other speakers/traditions.

Integrate Spirituality into 6.1 – not to require courses to talk about any explicit faith tradition, but to acknowledge it as one of many sources of ideas/practices of social justice.

Ensure Faculty Development Days have a variety of voices talking about social justice as part of the curriculum as a whole.