

**FAC REPORT FOR XCOR 1000, 1011 & 1012: College Experience & Connecting  
Communities**

***Contributors:***

Jason Berntsen, Richard Peters, Sr. Mary Anne Stachow, Mike Adams, Wendy Gaudin

***Core Area Description:***

***XCOR 1011: Xavier Experience***

It is recommended that this course be taken in the semester directly following XCOR 1000.

**NOTES:** 1) Students are required to choose between XCOR 1011 and XCOR 1012.

2) Interdisciplinary and/or team-taught courses are encouraged. 3) Service learning courses are encouraged.

Xavier Experience challenges students to think deeply about the meaning of a just and humane society while fostering the development of critical thinking skills, oral and written communication skills, and socially responsible and ethical principles. This course introduces Xavier students to college-level inquiry through engagement with broad issues or questions. Each unique Xavier Experience Seminar is designed by faculty, but must include foundations in Xavier' s mission as well as our identity as a Catholic and historically Black institution. Prerequisites: XCOR 1000, ENGL 1000/1010.

***What Primary Core Learning Outcomes must courses in this area meet?***

Students will be able to communicate effectively through writing and speaking.

Students will be able to use quantitative, empirical, and critical reasoning skills to solve problems.

***Core Area Description:***

***XCOR 1012: New Orleans Experience***

It is recommended that this course be taken in the semester directly following XCOR 1000.

**NOTES:** 1) Students are required to choose between XCOR 1011 and XCOR 1012.

2) Interdisciplinary and/or team-taught courses are encouraged. 3) Service learning courses are encouraged.

New Orleans Experience invites students to select a course from an array of topics emphasizing the diverse cultures, environments, and institutions of the New Orleans metropolitan community and Southeast Louisiana. While the city and region serve as text and subject of inquiry, each unique New Orleans Experience course is designed by faculty to increase student engagement and to enhance critical thinking, oral communication, and written communication skills.

Prerequisites: XCOR 1000, ENGL 1000/1010.

***What Primary Core Learning Outcomes must courses in this area meet?***

Students will be able to communicate effectively through writing and speaking.

Students will be able to use quantitative, empirical, and critical reasoning skills to solve problems.

Students will be able to incorporate diverse cultural perspectives in their analysis of issues, from local to global, and to recognize the interconnectivity of human experience.

***What are the required Course Area Goals for courses to be approved in this category?***

Students will write and speak clearly, concisely, and coherently about broad issues or questions pertaining to the New Orleans metropolitan area and region.

Students will use reason and evidence to critically evaluate views expressed by others addressing specific questions pertaining to the New Orleans metropolitan area and region.

Students will formulate in speech and writing a rational, coherent, and well-informed view of their own on some broad issue or question pertaining to the New Orleans metropolitan area and region.



## **FAC REPORT FOR ADVANCED RHETORIC AND COMPOSITION**

### ***Contributors:***

Elizabeth Manley, Joseph Ross, Jeremy Tuman

### ***Core Level Description:***

Advanced Rhetoric and Composition is part of the “Foundations” section of the core pyramid and includes courses in two areas (Intermediate and Advanced). In general, Foundations courses at Xavier introduce Xavier students to college-level written and spoken rhetoric, quantitative reasoning, and critical thinking and writing skills necessary for success in school and in life.

### ***Core Area Description:***

Advanced Rhetoric builds upon the skills learned and developed in College Writing while introducing students to discipline-specific argumentative writing. A course in advanced rhetoric introduces students to the scholarly methods of a discipline while teaching them to analyze and evaluate primary and secondary source materials. Students will learn to produce argumentative writing appropriate to a discipline and will develop research skills that allow them to synthesize and document credible and reliable sources in support of their own critical analyses. It is recommended that this course be taken in the first year. Prerequisites: ENGL 1000 or ENGL 1010.

### ***What Primary Core Learning Outcomes must courses in this area meet?***

Students will be able to communicate effectively through writing and speaking.  
Students will be able to use quantitative, empirical, and critical reasoning skills to solve problems.

### ***What are the required Course Area Goals that courses in this area must fulfill?***

Students will be able to differentiate between primary and secondary sources.  
Students will be able to demonstrate an ability to critically analyze primary texts through compositions that adhere to appropriate rhetorical conventions.  
Students will be able to locate, evaluate, and integrate primary and secondary sources, synthesizing such information into research-based writing, following and using appropriate citation practices.  
Students will be able to demonstrate comprehension of discipline-specific terminology through writing exercises.  
Students will be able to produce compositions that maintain a central argument and are free of logical fallacies and mechanical errors that distort meaning or interfere with clarity and comprehension.  
Students will be able to develop facility in critically evaluating the work of their peers in a constructive manner.

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## **FAC REPORT FOR AFRICAN AMERICAN HERITAGE AND LEGACIES**

### ***Contributors:***

Ronald Dorris, Thad Babiha,





***What are the required Course Area Goals that courses in this area must fulfill?***

*Arts Practice*

Students will be able to demonstrate a developing understanding of the creative process through work in a specific medium.

Students will be able to demonstrate a developing ability to create or perform a work of art using appropriate media, tools, and techniques.

Students will be able to demonstrate an individual aesthetic through analysis and critique works of art experienced in performance, reading, or exhibition, orally and in writing, employing appropriate terms of the craft.

Students will be able to demonstrate an accurate comprehension of the terms of the craft through the ability to receive and address critical feedback of their own productions or performances.

*Critical Perspectives*

Students will be able to demonstrate in writing appropriate use of the evaluative terms for the forms of art, literature, or music under study.

Students will be able to demonstrate awareness of cultural and aesthetic concerns relevant to a work of art, literature, or music's creation through written or oral exegeses.

Students will be able to demonstrate in writings or presentations the ability to compare shifts in cultural and aesthetic concerns through, for example, the study of variance between aesthetic works in a specific medium, the evolution of an artistic movement, variations in aesthetic concerns among practitioners in a specific medium, or the passage of an aesthetic movement through cultural boundaries.

## **FAC REPORT FOR FAITH AND SOCIETY**

### ***Contributors:***

Jerry Farmer, Shamsul Huda, Cliff Wright

### ***Core Level Description:***

Faith and Society is part of the “Explorations in the Liberal Arts” section of the pyramid. In general, Explorations courses build on the Foundational requirements and foster the breadth of knowledge, skills, and values essential to a well-rounded, liberal arts education within the intellectual space of a Catholic and historically Black university. These categories are not organized by department or discipline, but by areas of inquiry. It is expected that these areas may inspire the creation of new courses - or revisions to existing ones - that will expand the interconnectivity of different perspectives and blur the lines of disciplinary isolation. The courses in any particular category might come from several disciplines. If an individual course is approved for multiple Explorations categories, students may only count that course to fulfill one of the categories. Although Explorations courses can be taken any time before graduation, it is recommended that students complete these required courses during their first two years so that they are better able to integrate all areas of inquiry into their overall academic experience.

### ***Core Area Description:***

A fundamental component of a Catholic university education is the exploration of faith and religion as essential elements shaping the past, present, and future of human societies. Students apply theological reasoning to critically examine how issues of faith contribute to the dynamics of social, cultural, and natural environments, the creation and critique of moral systems, and the construction of individual and societal identities through actions, texts, art, and ritual. The study of Faith and Society invites students to think critically about the ethical and moral questions surrounding the human condition and leads them to apply theological perspectives in their role as contributors to a more just and humane society.

### ***What Primary Core Learning Outcomes must courses in this area meet?***

Students will apply socially responsible and ethical principles to promote equity and sustainability in ways that align with our mission as a historically Black and Catholic institution.

### ***What are the required Course Area Goals that courses in this area must fulfill?***

Students will be able to discuss fundamental human questions concerning faith and society through the theological study of relevant texts.

Students will be able to explain how faith can inform personal, societal and global life through the theological study of and reflection on relevant sources

Students will be able to analyze and apply theological perspectives to ethical and moral issues in personal, societal and global life.

## **FAC REPORT FOR HUMAN BEHAVIOR**

### ***Contributors:***

Willie Gin, Krista Mincey, Lisa Schulte-Gipson

### ***Core Level Description:***

Human Behavior is part of the “Explorations in the Liberal Arts” section of the pyramid. In general, Explorations courses build on the Foundational requirements and foster the breadth of knowledge, skills, and values essential to a well-rounded, liberal arts education within the intellectual space of a Catholic and historically Black university. These categories are not organized by department nor discipline, but by areas of inquiry. It is expected that these areas may inspire the feature of new courses—or revisions to existing ones—that will expand the interconnectivity of different perspectives and blur the lines of disciplinary isolation. The courses in any particular category might come from several disciplines. If an individual course is approved for multiple Explorations categories, students may only count that course to fulfill one of the categories. Although Explorations courses can be taken any time before graduation, it is recommended that students complete these required courses during their first two years so that better they are able to integrate all areas of inquiry into their overall academic experience.

### ***Core Area Description:***

Inquiry into Human Behavior examines the major forces that shape the development, evolution, and function of individual and group behavior, and applies this understanding to complex, contemporary issues. Human Behavior encompasses the study of cultures, societies, markets, and nations, and thus incorporates a broad conceptualization of the relationship between individuals and society, as well as the complexity of race, ethnicity, gender, social class, and sexuality. Social and behavioral inquiry requires that students think critically about group and individual behavior by applying theoretical and methodological perspectives of the social sciences to contemporary issues.

### ***What Primary Core Learning Outcome(s) must courses in this area meet?***

Students will be able to use quantitative, empirical, and critical reasoning skills to solve problems.

### ***What are the required Course Area Goals that courses in this area must fulfill?***

Students will be able to understand multiple general theories of individual, group, and/or organizational behavior in a social context.

Students will be able to understand variation and similarities in human and social behavior across societies and/or social contexts.

Students will be able to apply course content to current real world issues and events.

## **FAC REPORT FOR THE EXAMINED LIFE**

### ***Contributors:***

Paul Schafer, Jessica Graber, Oliver Hennessey

### ***Core Level Description:***

The Examined Life is part of the “Explorations in the Liberal Arts” section of the pyramid. In general, Explorations courses build on the Foundational requirements and foster the breadth of knowledge, skills, and values essential to a well-rounded, liberal arts education within the intellectual space of a Catholic and historically Black university. These categories are not organized by department nor discipline, but by areas of inquiry. It is expected that these areas may inspire the feature of new courses—or revisions to existing ones—that will expand the interconnectivity of different perspectives and blur the lines of disciplinary isolation. The courses in any particular category might come from several disciplines. If an individual course is approved for multiple Explorations categories, students may only count that course to fulfill one of the categories. Although Explorations courses can be taken any time before graduation, it is recommended that students complete these required courses during their first two years so that better they are able to integrate all areas of inquiry into their overall academic experience.

### ***Core Area Description:***

An essential component of any Catholic, liberal arts education is that students learn to reason well about the fundamental questions that have animated humanity since the beginning of civilization: What is happiness and the good life? What can be known with certainty about ourselves and the world? Do we have free will? Such questions are always pressing in a world of increasing complexity, diversity, and change. Philosophical inquiry prepares students for an examined life by arming them with the intellectual equipment to identify the assumptions that shape how they experience the world, including those assumptions that underlie science, culture, and religion. The Examined Life teaches students how to evaluate complex arguments using logic, and, ultimately, to form their own rationally defensible accounts of the relationship between the spiritual, social, psychological, and physical aspects of the universe.

### ***What Primary Core Learning Outcome(s) must courses in this area meet?***

Students will be able to use quantitative, empirical, and critical reasoning skills to solve problems.

Students will be able to examine diverse arguments of fundamental questions about the universe and our place in it, and use the tools of formal and informal logic to evaluate them.

Students will be able to analyze the underlying assumptions that shape how people

## **FAC REPORT FOR THE HUMAN PAST**

### ***Contributors:***

Marcus Ballard, Sr. Donna Gould, S.B.S., Jonathan Rotondo-McCord

### ***Core Level***



## FAC REPORT FOR SCIENTIFIC REASONING

### *Contributors:*

Peter Barrett, Candace Lawrence, Brian Turner

### *Core Level Description:*

Scientific Reasoning is part of the “Explorations in the Liberal Arts” section of the pyramid. In general, Explorations courses build on the Foundational requirements and foster the breadth of knowledge, skills, and values essential to a well-rounded, liberal arts education within the intellectual space of a Catholic and historically Black university. These categories are not organized by department nor discipline, but by areas of inquiry. It is expected that these areas may inspire the feature of new courses—or revisions to existing ones—that will expand the interconnectivity of different perspectives and blur the lines of disciplinary isolation. The courses in any particular category might come from several disciplines. If an individual course is approved for multiple Explorations categories, students may only count that course to fulfill one of the categories. Although Explorations courses can be taken any time before graduation, it is recommended that students complete these required courses during their first two years so that



## **FAC FOR XCOR 3000: ENGAGEMENTS WITH KNOWLEDGE AND PRACTICE**

### ***Contributors:***

Jim Dunson, Lisa Flanagan, Michael Homan, Heather Williamson & Chris Faircloth

### ***Core Level Description:***

Engagements with Knowledge and Practice courses represent one of the top two tiers of the pyramid and accentuate integrative and applied learning. Catholic intellectual tradition emphasizes that learning is most meaningful when difficult questions are investigated from a variety of perspectives. The Engagements courses allow students to explore connections between disciplines and provide opportunities to study a “big idea” topic from multiple disciplinary perspectives in order to find solutions to complex problems. The Engagements seminars prepare students to contribute to the promotion of a more just and humane society by enhancing students’ preparedness to assume roles of leadership and service in a global society.

### **NOTES:**

- Interdisciplinary and/or team-taught courses are encouraged.
- Courses can be listed (and cross-listed) under their disciplinary prefixes, as well as under a specific XCOR course number.
- Engagements courses should not have prerequisites other than those listed below.
- Students may not count Engagements courses towards the requirements of a first major; those with more than one major may count Engagements courses towards the fulfillment of the requirements for one of those majors.
- All students may count Engagements courses towards the fulfillment of the requirements of a minor.

### ***Core Area Description:***

#### **Engaging the Mission: XCOR 3010**

Courses approved in this category challenge students to think more deeply about ideas, practices, and values that align with Xavier’s mission and reinforce critical thinking, as well

Students will be able to use quantitative, empirical, and critical reasoning skills to solve problems

Students will apply socially responsible and ethical principles to promote equity and sustainability in ways that align with our mission as a historically Black and Catholic Institution.

***What are the required Course Area Goals tha***

***Core Area Description:***

***Engaging Global Issues: XCOR 3020***

Courses approved in this category challenge students to explore particular social, cultural, economic, or political issues of global significance, and reinforce critical thinking, as well as oral and written communication skills. Students learn to integrate diverse perspectives with a breadth and depth of knowledge, while also utilizing different methodologies to find solutions to complex problems. Students choose from a variety of unique seminar topics developed by faculty and organized around different “big ideas.” International study courses are encouraged. Students who earn at least 12 hrs. in an international study abroad program receive exemption from the Engaging Global Issues requirement. Prerequisite: XCOR 1011 or 1012; completed at least 60 hrs.

***What Primary Core Learning Outcomes must courses in this area meet?***