FOR AND WITH OTHERS,

SEEKING GOD IN ALL THINGS
I. Executive Summary

This Core is designed around the interrelated principles (taken from the current Mission Statement and Guiding Values) of Cura Personalis, Academic Excellence, and Service and Leadership. It retains the distributional requirements of the current Core as foundations. Three new integrative requirements focus students’ attention on Core values instead of Core classes:

The First Year Seminar transitions students to college-level thinking, encourages them to explore something new, and introduces the Core as an Ignatian, “heart and mind” process that will encompass their entire education.

The Real World Project requires students to apply their developing skills outside the classroom and explore solutions to real world problems as people “for and with others.”

The “Leading in Work and Life” course asks students to enact Ignatian values as they prepare to leave college, ready “to change and improve ourselves, our community, and the world.”

II. Description of the Model

A. Explanation.

36-7 credit hours of foundational core classes and three integrative requirements:

-- First Year Seminar in the freshman year
-- Real World Project in the late sophomore and/or junior year
-- Leading in Work and Life course in the late junior/early senior year

Each component is related to the others, and all are equally important.

1. Foundational Core Classes expose every Marquette student to multiple ways of approaching problems, and develop their reasoning and communication skills.

-- The current Core is comparable to peer institutions and does not require substantial revision. The Literature and Arts requirement should be separated to ensure holistic attention to both mind and body. One more Diverse Cultures course might be added to ensure engagement with both global and U.S. issues.

-- Students will continue to take many Foundational Core Classes in the first two years, and others in the junior or senior year.

-- The key change is one of emphasis and messaging. Students should
understand the Foundational Core Classes not as Gen. Ed. requirements to check off, but as an ongoing effort to build skills, explore themselves and the world, communicate across disciplines, and “seek God in all things.”

2. **The First Year Seminar** introduces students to college-level thinking, the Marquette mission, and the Core as a process. It encourages students to be intellectually adventurous in the face of new or difficult material.

-- Single-semester, capped at 15-20 students, fall or spring of freshman year or first year of enrollment for transfer students.

-- Taught by faculty across the university around advanced themes and topics in their specialty (e.g., Democracy in America, Exploration of Organismal Biology w/ Lab), but geared for freshman rather than juniors or seniors in the major. First Year Seminars may be team taught.

-- Not “weed out” courses – incoming students should be encouraged to try something new even if they don’t anticipate majoring in that field, knowing that they will be thinking deeply and in new ways about the subject but are not assumed to have any background in it. Faculty and Advising should be trained to clearly understand this point.

-- One-third of the class is reserved for discussion of the Core integration of Cura Personalis, Service and Leadership, and Academic Excellence. Students will explore these ideas and be asked to imagine their own path. May incorporate staff from the Office of Mission and Ministry, junior and senior student mentors (see “Leading in Work and Life” course below), alumni, Advising, etc.

-- **Learning Outcomes for the First Year Experience:**

a. Students demonstrate an understanding of the Core as their personal experience of the Marquette mission, as expressed in the integrated visual model.

b. Students make the transition from “high school” to “college” thinking, evident in classwork that demonstrates deep consideration of the topic studied rather than mastery of a set of skills or body of knowledge.

c. A third and fourth outcome may not be measurable, but are desirable: that students gain intellectual curiosity and appreciation for interdisciplinarity (a key aspect of the Core), and that they connect with other students around a common intellectual pursuit.
3. **The Real World Project** engages students in the world outside the classroom and Marquette’s campus, and requires them to actively reflect on this experience. Many students are already doing experiential learning at Marquette, via internships, Global Brigades, service learning, study abroad, student teaching, etc. However, they may lack structured opportunities to consider what was learned and how they might pursue the issues further/deeper.

   -- Approved and accepted by a faculty adviser from the student’s major.

   -- May be fulfilled in connection with a class or independently.

   -- Final project report may take the form of a portfolio, an essay, a performance, a blog, or some other product approved by faculty adviser.

   -- Approved no later than midterm break of the junior year, submitted for acceptance by finals week of the spring semester of the junior year except under exceptional circumstances that must be agreed upon in advance. If not accepted by the faculty adviser, student must make the desired changes and resubmit before the beginning of the fall semester of the senior year.

   -- A required element for graduation but is not graded.

   -- Learning Outcomes for the Real World Project:

     a. Students engage with the world outside the classroom in pursuit of greater local and/or global awareness, inclusion, social justice, and being “men and women for and with others.”

     b. Students demonstrate informed awareness and thoughtful consideration of local or global issues, including “next steps” for addressing them.

4. **The “Leading in Work and Life” course** reconnects students to the Core as they prepare to graduate. It asks them to identify, ideate, and clearly explain a topic of their choice to a non-specialist audience, to peer review each other’s work, to mentor younger students, and to consider how Ignatian values can help them live a meaningful, impactful life after college, “for and with others, seeking God in all things.”

   -- Single semester, cross-college and interdisciplinary, capped at 15-20 students, taken second semester of the junior or first semester of the senior year.

   -- Supervised by faculty across the university. Frameworks can vary (for instance, using “design thinking”, the “heroic leadership” model, a “4R Embodied Learning Process”, etc.) but must include the following components: 1) selection by each student of a topic to be explored, analyzed, and explained to
a non-specialist audience; 2) peer review; 3) explicit consideration of how one might “lead in work and life” according to the integrated values of the Core, and 4) mentorship of First-Year Seminar students.

-- May be linked to already existing opportunities on campus, such as the Undergraduate Research Paper Competition and Mission Week.

-- Effective communication can be demonstrated in various ways: a blog, a presentation, an essay, a performance, a portfolio, a piece of art, etc.

-- Learning Outcomes for “Leading in Work and Life”:

a. Student demonstrates a high level of academic excellence in the selection, analysis, and ideation of his or her topic.

b. Student communicates clearly and effectively about major topics in his or her field.

c. Student thoughtfully reflects on how Ignatian principles such as self-awareness, love for humanity, social justice, effective communication, spirituality, ethics and character, innovation and ingenuity, high academic standards, etc., connect to his or her own life path.

B. Overall Considerations

This model focuses on Core values of *cura personalis*, service and leadership, and academic excellence rather than Core classes. It creates regular, structured opportunities for students to explore and pursue these Core values broadly as well as through their majors.

The Core cultivates a sense of personal purpose gained through attention to faith, inclusivity, morality, and care for the whole person; connects academic pursuits to real world issues of local and global community, service, and social justice; and cultivates the habits of heart, mind, and body that lead to excellence in research, professional ethics, interdisciplinary collaboration, innovation, communication, and entrepreneurship, all in service of seeking God and improving the world.

We have sought to involve stakeholders across campus and to not reinvent the wheel. We acknowledge the cost of a Marquette degree and the curricular demands of accredited professional programs such as Engineering, Education, and Health Sciences. We are also cognizant of the limits on faculty’s and staff’s time and resources.

Therefore, the First Year Seminar asks faculty and departments to do something that should not be too difficult: create a freshman version of a small, topical seminar in their field. Significant training will be needed, however, to ensure that the interdisciplinary and “try something new” spirit of this course is carried through, and that the Ignatian “cura personalis” piece is included and understood.
The Real World Project is purposefully student-driven, affirms work that many students and departments are already doing, and entails a minimal extension of faculty advising duties. It requires all students to engage in experiential learning off campus, provides additional opportunities for reflection, and integrates these experiences into the Core. It is ungraded not only to minimize the burden on faculty, but also to encourage students to think freely and creatively.

The “Leading in Work and Life” requirement recognizes that students are deep within their majors in their last year and that many colleges and majors already have capstone experiences. It asks students to draw holistically on their education thus far and to reflect on how Ignatian values can guide their path in work and life, before they hit the culminating experiences of their college career. Like the Real World Project, “LWL” is purposefully student driven in part to empower students and in part to lessen the burden on faculty. Like the First Year Seminar, “LWL” allows for considerable creativity on the part of faculty, but will also require significant faculty and staff training, time allowed for course development, and a willingness to tolerate some bumps in the beginning.