I. Executive summary
This proposal for the core put integration at the center and emphasizes a process of engaging the world rather than a particular focus on specific content. The model works with a tiered approach to requirements in which students take a team taught, interdisciplinary seminar in their first year (two courses across the first year. These seminars would focus on a mission-based theme. During their second and third years, students will be required to complete five fundamentals courses that continue to the themes of the foundation courses but do so through the lenses of the various perspectives of each of the colleges. A capstone/culmination course offered by the majors would complete the core experience. The capstone offerings would include: a focus on a mission-related theme and a culminating, experiential project.

II. Description of the model

A) Explanation of the Idea

The integrated mission-based core model is designed to give students a common first year experience that outlines the ways in which key questions (for example: immigration, sustainability, hunger studies, etc.) can be addressed from the various disciplinary perspective. The aim of these seminars is to emphasize the wholeness of knowledge and its application to the range of majors offered at Marquette. This approach to the core emphasizes a responsibility to critically and ethically example the challenges facing our world. It also offers flexibility for faculty and students to tailor content in ways that best suits teaching and learning styles. That is, the core provides guidelines and overarching themes but leaves the structure of courses to faculty, majors and colleges. This model focuses on themes chosen annually by the Core of Common Studies committee.

There are three components to this core: foundation courses, fundamentals seminars, and a capstone experience. All three will be asked to include the following shared:

1) Understanding the experience of the other and how we engage the other
2) Interconnections of experiences outside the classroom/university with the topics within the class
3) Illustration of disciplinary approaches to problems/issues with a simultaneous recognition of connections to other disciplines
4) An approach that fosters a student’s sense of wonder and curiosity; that is, a mindset of encountering the world that open to the unexpected and appreciative of the world’s complexity and beauty
5) Explicitly address a focus on all of the core learning outcomes (listed below)

This version of the core has 24 credits

6 credits of foundations (year 1)
15 credits of fundamentals (years 2 and 3)
3 credits of capstone (year 4)

First year FOUNDATION COURSES
All students would be required to take two first year seminars. The two courses together create a foundational experience that will focus on a mission-related theme chosen by the core committee and the faculty who are teaching the seminar. The course will be a large lecture course with 250 students and a team of 4 faculty who will rotate through the lecture. An optional component would be to include graduate led discussion sections with graduate students or advanced undergraduate students.

For example, if the theme were immigration, you might have a theology, a philosophy, a foreign language and a biology professor teaching the course. The first semester would emphasize the development of basic competencies: how might a philosopher, a theologian, a biologist, a foreign language faculty member approach questions related to this theme? The second semester would continue with the same faculty but focus on more advanced research methods. That is, how would you solve problems related to the focal theme or how might we advance questions in a more advanced way. Faculty would have the ability to narrow the theme in a way that helps them to deliver a coherent experience.

**Years two and three: FUNDAMENTALS SEMINARS**

Upon completing the foundational courses, students would take five seminars constructed and delivered by the various colleges. These fundamental seminars are designed to continue the engaged, reflective and integrative approach established in the foundation courses. Each college would offer a seminar with Arts & Sciences developing two (one in humanities and one in sciences).

Thus there would be six fundamental seminars (A&S Humanities, A&S Science, Business, Communication, Education, and Health Sciences). All students would be required to take both A & S fundamental courses and then choose three from the remaining four.

**Year four: CAPSTONE/CULMINATING EXPERIENCE**

In their final year, students will take a capstone course that will be developed and taught by the individual majors. These capstone seminars will have a focus on “men and women for others.” That is, upon completing the core, how does students’ disciplinary learning within the major the core framework for engaging others and world contribute to our ability to create the possibility to transform the world. The capstone would be focused on a mission theme that will be selected by the Core of Common Studies committee. The course should take a reflective approach that emphasizes the what, so what and what’s next of the capstone theme. The capstone would be required to have a significant component that includes a written and oral presentation.

**Learning outcomes:**

Communicate effectively in writing, speaking and artistic expression across contexts and platforms.

Develop creative, problem-solving strategies and critical thinking skills in the context of complex global issues.

Ask questions rooted in curiosity and identify answers based on systematic process of discovery.

Use quantitative and qualitative evidence in the evaluation, construction, and communication of arguments in public, professional, and personal life.
Demonstrate an understanding of broader cultural, historical, theological, or conceptual contexts of particular issues, ideas, objects, or events past and present.

Apply an understanding of one’s identity and social difference to articulate how individual and institutional choices impact other people.

B. Other Issues

1. How does this model reflect the Provost/President charge to create a more integrated Core? The model is built around integration. The foundation courses begin by teaching students how to take an integrative approach to learning. Then the college seminars will allow students to engage with other students who come from different disciplinary backgrounds. Finally, the fundamentals and capstone courses explicitly charge instructors with making connections between overarching core and the disciplines.

2. How does this model reflect the University's Jesuit mission (including its emphasis on social justice)? The foundation and capstone courses will be organized around a mission theme selected by the core of common studies.

3. How does this model support learning outcomes identified in campus conversations and survey #2? The learning outcomes are derived from Survey 2 and use outcomes that together are comprehensive. Four of the outcome are among the top ten and had a mean score of 4.0 with more than 45% of the campus rating them at a 5 and that were rated among the top ten on campus. The one exception is an outcome focused on diversity which while it did not emerge from the survey as a top ten did have a third of campus rating it a 5. More importantly this outcome reflects a strong theme that emerged during the listening sessions.

4. How does this model coincide with the current and future needs of the various colleges? This model uses both common seminars and courses rooted in the colleges and majors. In this way, it is response to the desires reflected in the listening sessions/focus groups. The capstone helps to tie majors to the core and includes an applied project that could be a portfolio piece for future work.

5. How realistically will this model be accepted and implemented across the various colleges? This model is admittedly heavily focused on Arts and Sciences (as outlined) but it can be adapted such that any faculty member (regardless of college) could teach in the foundation courses. This is a fairly resource intense core, but it does include fewer requirements and focuses needs on a few courses rather than spreading across multiple courses. The use of larger lecture format in the first year should mediate some of these concerns.
III. A one-page visual representation of the model.

Men & Women for Others Disciplinary Capstone

- College of Health Science Fundamentals
- Arts and Science: Humanities Core - required by all students
- Arts and Sciences: Science Fundamentals - required by all
- College of Education Fundamentals
- College of Engineering Fundamentals
- College of Business Fundamentals
- College of Nursing Fundamentals
- College of Communication Fundamentals
- Shared “Components” across core course. Content TBD by each college or course instructors
- Diversity, Experience, Discipline

Foundation courses
Foundations 1 & Foundations 2

Year 1

Year 2

Year 4