The Marquette Foundations Courses Task force is one of four task forces working to provide details for Marquette’s revised Core curriculum. Each task force will address a specific tier of the Core curriculum. Each task force is asked to develop a complete proposal for the tier that is in keeping with the larger narrative of this structure. Each tier is a part of a larger curriculum; therefore, each component must fit within and be consistent with this framework. (See Provost Update: [http://www.marquette.edu/common-studies-revision/documents/ProvostupdateonCorerevision.pdf](http://www.marquette.edu/common-studies-revision/documents/ProvostupdateonCorerevision.pdf).)

To allow for coordination among the tiers, the task force leaders should meet throughout the process and each task force will be kept apprised of the work of the other task force groups.

**Guiding questions for every task force:**

1. What course design(s) will allow for students to accomplish/fulfill the learning outcomes?
2. How can the expertise of the contributing disciplines be tied to an integrative experience for students?
3. How will course design be made meaningful and relevant to today’s students? That is, how will students know that this course (content, methods, teaching approaches) matters and is necessary in their lives, professions, and communities?

**Specific Task Force Goal for Marquette Foundations:**

This is the first of three tiers. The foundations courses should prepare students to examine the disciplines, their majors, and contemporary issues by drawing upon theological, philosophical, and rhetorical perspectives. Upon completion of the foundations courses, students should have the tools to communicate effectively in written, oral, and visual forms, and have an established framework for asking questions and analyzing their world from a Catholic and Jesuit perspective. This tier will also include a dedicated course on diversity and engaging social values systems. This diversity course will be addressed by another task force.

Beyond any content, the first tier is intended to prepare students to think about and analyze concrete situations in an integrated way. The first tier aims to introduce the wholeness of knowledge and its relevance for making change in the world. This tier should prepare students for the Core coursework that will follow the foundations. The courses that are a part of this first tier must take an interdisciplinary approach with a clear plan for that integration. Models for integration can include but are not limited to: team taught interdisciplinary courses; courses that are co-taught in which different units are combined with disciplinary experts teaching units tied to specific content; paired courses; to courses that introduce interdisciplinary approaches and are purposefully connected to other courses in the tier.

This proposal for the foundational tier should:

- Address Core learning outcomes 1, 2, and 3 ([http://www.marquette.edu/common-studies-revision/documents/CoreofCommonStudiesStructurebwupdate.pdf](http://www.marquette.edu/common-studies-revision/documents/CoreofCommonStudiesStructurebwupdate.pdf))
- Explain the plan to provide integration in meaningful ways for students
- No specific courses have yet been identified; however, foundations courses are limited to 12 total credits in total (This does not include the diversity course).
- Provide a clear plan of assessment connected to overarching curriculum map for Core.