Goals for Today

• Get a sense of big picture

• Hear ideas that are getting traction in the task forces

• Help task force refine thinking to get them to the final reports

Plan for the Hour

• Overview of emerging narrative

• Presentation of working ideas

• Hear your thoughts
  • What might task force consider in its ongoing work?
Responsible & Ethical Communicators
Marquette students can responsibly and ethically use written, spoken and visual communication to express ideas, create meaning, build relationships, foster understanding, and advocate for a better tomorrow.

Moral and Ethical Actors
Marquette students can articulate appropriate professional and personal judgments that are rooted in an ethical and moral foundation and informed by Catholic, Jesuit thought. They seek to analyze the sources and implications of inequity for a stronger community and a just society.

Citizens with Purpose
Marquette students will come away with a sense of purpose professionally, personally, and as global citizens who demonstrate critically reflective discernment processes that are rooted in one’s sense of theological, intellectual, and personal commitments.

Collaborators Engaging Social Systems and Values
Marquette students will develop skills to engage with a spectrum of people, communities and systems of value. They will be able to analyze the sources and implications of inequity, take steps to create more inclusive and collaborative social and professional processes, acting as people with, and for, others.

Leaders in Discovery
Marquette students will advance understanding of the world by identifying significant questions and then searching for answers based on a systematic process of discovery that is rooted in intellectual inquiry and the Jesuit liberal arts tradition.

Global Problem Solvers
Marquette students are well-practiced in cooperative and cross-disciplinary problem-solving skills and they can present innovative solutions that draw from theological, philosophical, qualitative and quantitative perspectives to address the increasingly blurred lines between local and global challenges.

Emergent Narrative – Hypothetical Look at Core – 30 Credits

- **Culminating Course**
  - Usually taken in year 3 or 4
  - One 3 credit course
  - Course distinct to core

- **Disco**
  - Usually taken in years 2, 3, and 4
  - Four 3 credit courses
  - Clustered courses tied by a theme

- **Rhetorics/Modes of Inquiry Course**
  - Usually taken in years 1 and 2
  - Three Introductory 3 credit courses – Phil, Theo, Rhet
  - One 3 credit Multi-Disciplinary 4th Course
  - One 3 credit Engaging Social Systems & Values

- **Phil, Theo, Rhet, ESSV**
Working Ideas - Foundations

- Foundations, Part 1
  - 3 courses that introduce Rhet, Phil, Theo
  - Shared questions that tie classes together
  - 4th integrating class – “Rhetorics of Inquiry”

Engaging Social Systems & Values

Looking at a foundational introduction course on social systems and values
- 3 credit course
- Emphasis on students and their skill sets
- Courses that have learning outcomes that are skills, knowledge, and attitudes
  - See AAC&U, with MU modifications
  - Stress smaller sections

Request that there is some follow through in later course – 2nd level requirement
- With a highly experiential community based learning option; With a course in the major With culminating experience
Possible Design of Discovery Tier

- 5 themes, planned to sunset, each has theme director
- Intentionally Broad
- 1 theme/4 courses per student in years 2-4
- Students select theme at end of year 1

- Threads offer different approaches to theme (STEM, humanities, social science)
- 1 course required in each thread
- Fourth course can be in any thread

Courses

Thread 1

Thread 2

Thread 3

Culminating

- 3 Credit course
  - Requirement for the core
- Aim of course is to look back/reflect upon core learning and that looks forward to vocations beyond Marquette
- Call for experience that provides connection to issues beyond classroom/applied contexts in ways that draw upon foundations, bridging courses and majors
- Desire for integrated and interdisciplinary learning experience that asks students to think through multiple dimensions of any given topic
- Develop student collaborative, decision making, problem solving skills (in some ways a lab for practicing discernment with others)