**MCC Committee Agenda**

**September 8, 2020**

**3:30 – 5:00 PM**

In attendance: Conor Kelly, Cedric Burrows, Thomas Eddinger, Amanda Keeler, Khadijah Makky, Doug Smith, Kevin Thomas, Ericka Tucker, Amelia Zurcher, and Gary Klump.

1. Introductions
2. Study Abroad and Discovery Policy (in bulletin)
3. MCC and University Response to Racial Injustice
   1. The committee discussed the Provost and President’s commitment that “Marquette will strengthen the Core Curriculum’s explicit engagement of issues relating to racial injustice” and considered potential avenues for pursuing this goal. Some proposed addressing racial inequality in every MCC course or across a broad range of the courses, allowing for discipline-specific analysis. Others raised questions about faculty preparation and training to handle difficult conversations about race across all courses. The new module on Cultural Rhetorics of Race and Racism in ENGL 1001 was identified as a successful example of discipline-specific engagement, further highlighting the importance of training. Given the sequencing of ESSV 1 & 2, these courses were identified as a potential space for developing students’ competencies for understanding race and addressing racism. Concern was also raised about the need to develop students’ competencies to engage other dimensions of intersectionality—particularly gender and sexuality—in the ESSV courses as well.
4. Core Proposals/ESSV2 Update
   1. Committee members were encouraged to encourage their colleagues to submit Disco Tier proposals, especially ones which fulfill the ESSV2 or WRIT requirements.
   2. The committee discussed the current status of the suspended ESSV2 requirement.
      1. An attempt is being made to include divisions and departments from around the university to collaborate in providing ways in which the ESSV2 requirement can be met outside classrooms.
         1. Stephanie Quad (Student Affairs) developing reflective module (zero credit course) for students who are doing things that would count but which are not part of the classroom.
         2. Due by bulletin deadline in November
         3. The university needs around 500 more ESSV2 “seats” a year.
         4. The committee discussed what kind of experiences should fulfill the requirement and how those experiences will be tracked.
         5. Concerns were raised about the feasibility of experiential learning during a global pandemic.
         6. Classroom experiences may provide a model for other experiences.
         7. More general questions were raised about the conception of the ESSV requirement and language. Questions were raised about whether the current language conceive of the students homogenously and the burden being placed on the community.
      2. **Action item**: Conor will send out ESSV document.
         1. Does the definition of experience as “firsthand engagement with real world” work?
5. MOI Prereqs
   1. The committee discussed the prerequisites for CORE 1929.
      1. It is the experience of the committee that students struggle with “interdisciplinarity” without first encountering “disciplinarity”. Ideally, students in MOIs would be at least second semester first-years, but second-years would be preferable.
         1. Does not apply to CORE 1929H
      2. The committee discussed the technical parameters for achieving this end.
         1. Many students, because of Advanced Placements come in with advanced standing. Therefore sophomore standing might not eliminate every potential first-year, first semester student.
      3. It was proposed that the prereqs be at least two of: THEO 1001, PHIL 1001, and ENGL 1001.
         1. It is unlikely that students will have AP credits in these areas.
         2. These classes are in the foundations tier and will provide a foundation for CORE 1929.
   2. **Action item**: Conor will work on logistics with Registrar.
6. Transfer Classes
   1. The committee discussed whether students will be allowed to transfer in the following requirements: CORE 1929, CORE 4929, and WRIT.
      1. The use of waivers was suggested. Questions concerning the logistical aspects of how the registrar tracks the WRIT attribute were raised. The committee discussed whether this was a technical or pedagogical issue. Discussion was shelved for later.
7. Waiver/Substitution Form
   1. The committee certified a waiver form with will require students to attach the syllabus, and which will allow the MCC to track issues as they arise.
8. MCC Teaching Award
   1. The committee was approached about providing an award of monetary value (approximately $500) for instructors in the MCC, as many contingent faculty members teach in the Core and this could highlight their valuable work. It would also highlight the value of the MCC in the university. It was discussed whether one award for participating faculty and one for full time faculty would be better. It was suggested that the award could be tier-specific.
   2. The question of nomination eligibility was raise, and the criteria for evaluation were briefly discussed, but the issue was shelved for next meeting.
9. Ideas for Core Events (particularly in COVID context) were solicited.