**Engaging Social Systems and Values 2 (ESSV2) Proposal**

Fall 2025 (To Be Listed in AY 26–27 Bulletin)

**Deadline: October 7, via Courseleaf**

**Description of Upper Level ESSV2 Requirement**

The goal of the ESSV2 requirement is to enable students to process their experiences with social systems and diverse values structures in a more reflective, critically aware fashion. Courses fulfilling the ESSV2 requirement should therefore help our students discern the powerful influence that social structures—especially those surrounding race, class, and gender—exert on the world around them and equip them to contribute to the development of social systems that promote the full flourishing of all people and of each person in pursuit of the common good. The ESSV2 courses are designed to help students progress further toward mastery of the content and skills encountered in the Foundations Tier ESSV course.

**Guiding Principles and Assumptions**

1. ESSV courses are expected to develop students’ abilities to engage with others and must be focused on meeting the MCC learning outcomes.
2. Courses fulfilling the ESSV2 requirement are expected to have a significant experiential component that will afford students concrete opportunities to reflect on the impact of diverse social systems and values firsthand, so that students will be able better to engage with others across differences in social systems and values.
3. Reflection should be a central element of the ESSV2 classes so that students will be able to process the significance of their experiential learning.
4. Courses accepted into the MCC should be offered regularly (ideally once every two years).

*Note*: the ESSV2 requirement can be any course at Marquette. Courses that are approved for the Discovery Tier and/or WRIT can also fulfill the ESSV2 requirement. Alternately, courses for ESSV2 can be courses that are required for majors only and that are not otherwise part of the Marquette Core Curriculum.

**All portions of the proposal, including the syllabus (conforming to** [**OTR requirements**](https://www.marquette.edu/central/registrar/faculty-staff/bulletin-editing-guidelines.php#Syllabus)**), MUST be submitted as a single attachment via Courseleaf.**

**Instructions**

1. Complete the proposal form below (do not include this first page in the document).
2. For an existing course, log in to Courseleaf, search for the course, and click on “Modify Course.”

* Type “Proposing course for MCC ESSV2” in the “Rationale” box.
* Click “Attach File” and attach the full proposal *with* the syllabus as one file.
* Scroll down to “Attributes” and select “Yes” under “Is this an MCC Core course?”
* If the same course is also being proposed for the Discovery Tier or Writing Intensive requirement, specify the additional requirement in the “Rationale” box and attach the appropriate MCC Proposal Forms as well. Please include a copy of the syllabus in each proposal file.
* Click “Save and Submit”

For a new course, follow the process for proposing new courses in Courseleaf and add the relevant MCC information (i.e., list ESSV2 in the rationale, include the proposal and syllabus as one file when attaching, and select “Yes” for the “Is this an MCC Core course?” Attribute). Dean’s offices and UBUS will approve new courses, but the Marquette Core Curriculum Committee will approve courses for the MCC.

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**1. Course Number and Title:**

**2. New or existing course:**

**3. Department offering course:**

**4. Is this also a Discovery Tier or Writing Intensive Course?**

**5. Note from the department chair indicating approval of the course and indicating the department’s ability to offer the course regularly if accepted for the Marquette Core Curriculum, including how often the course will be offered and how many sections will be offered.**

**6. Course Description (Bulletin Description is satisfactory)**

**7. Please explain how this course will integrate content that enables students to encounter diverse social systems and values structures in a more reflective and critically aware fashion. Explain the experiential learning aspects of the class that will move students toward a greater recognition of their own positions in social systems and a clearer sense of how they, personally, can contribute to the creation of social systems that promote the full flourishing of all people and of each person in pursuit of the common good. Note class assignments or activities that will offer students an opportunity to connect this analysis with their experiential learning. Feel free to describe lectures, readings, assignments, and other experiences as appropriate to illustrate this learning process.**

**8. Please attach a sample syllabus that reflects these elements.**