

Faculty General Assembly
AGENDA ADDITIONAL INFORMATION
April 10, 2013

IV. New Business (continued)

Motion Eight from UCC: It is moved that the Department of Behavioral Sciences add a course titled: SOC2xx Sociology of Religion and that this course fulfills the Mission Core II general education requirement.

Rationale: SOC2xx fits as a Mission Core II because it addresses the themes of global citizenship and the relevance of Catholic Social Teaching to the sociological study of religion.

Proposed Date of Implementation: Fall 2013

SOC2xx Sociology of Religion

Credit Hours: 3

a. Catalog description: This course on the sociology of religion covers the definition, scope, and shape of religion, in addition to the basic sociological aspects of religion and the practical applications of the concepts learned. Topics include world religions, religion and politics, social inequalities, social change, morality, immigration, internet dimensions of religion, and Catholic Social Teaching.

b. Prerequisites: SOC100

c. Project the enrollment each semester or term of offering: 15

d. Financial Impact None

This course has been taught as a special topics course.

An assessment assignment will be included in the curriculum when this course is implemented as a Mission Core II general education course.

Motion Nine from UCC: It is moved that the Eckelkamp College of Global Business and Professional Studies add a minor in Marketing, and drop the undergraduate marketing concentration.

Rationale: Though we currently offer a marketing concentration in the College of Global Business, it was determined that offering a minor would continue to offer business students a chance to specialize in marketing, but also allow students outside the college to pursue an interest in the field. The Bureau of Labor Statistics estimate that jobs for advertising, promotions and marketing managers will grow 14% from 2010 to 2020. "Advertising, promotions, and marketing manager positions are highly desirable and are often sought by other managers and experienced professionals. As a result, strong competition is expected." Along with creativity, it is recommended that marketing managers have analytical, decision-making and management skills (Bureau of Labor Statistics, 12-13). The minor focuses on business aspects of marketing, offering diversification to students majoring in a Bachelor of Arts program.

Fontbonne's mission states that we will "Be known for a synthesis of liberal and professional education that promotes life-long learning and that enables students to see themselves as part of a diverse and changing world. " This program melds many of the creative aspects of marketing (media communications, design and advertising principles) with the business side (marketing research, retail management). Combining these aspects supports our mission to synthesize liberal and professional education.

This new program aligns with Fontbonne's mission and strategic plan. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Advertising, Promotions, and Marketing Managers, on the Internet at

<http://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm> (February 05, 2013)

Proposed Date of Implementation: Immediately upon approval

Projected Enrollment: 15

Financial Impact: none

Effect on currently enrolled students: Students will be able to minor in marketing instead of receiving a concentration in marketing. Students currently enrolled in the marketing concentration would be able to complete it.

Existing Courses	Credit Hours
BUS 233 Marketing Principles	3
BUS 357 Consumer Behavior	3
BUS 369 Marketing Research	3

Marketing Electives - choose three: (9 credit hours)

BUS 336 Advertising Principles	3
BUS 334 Retail Management	3
BUS 350 International Marketing	3
BUS 356 Principles of Selling	3
BUS 359 Industrial/Organizational Marketing	3
BUS 377 Case Studies/Readings in Marketing	3
BCC 330 Public Relations & Media Communications	3
BCC 420 Marketing and Design Principles	3
SPT 350 Sports Marketing	3

Motion Ten from UCC: It is moved that the Bachelor of Science in Sports and Entertainment Management be dropped.

Rationale: Before these changes were decided on, we undertook a year of data collection about the program. Surveys were conducted of industry professionals, alumni, and current students. Also, focus groups were scheduled with alumni, students, faculty, and staff. Upon analysis of the results from the Fontbonne community as well as the sports and entertainment marketplace, it was decided students would benefit most by majoring in Business with an emphasis in Sports. The degree provides students with a strong business core while also allowing students to learn and explore concepts necessary to succeed in the sports industry.

Include how this new program aligns with Fontbonne's mission and strategic plan.

Proposed Date of Implementation: Immediately upon approval

Financial Impact: none

Effect on currently enrolled students: We are planning on allowing the students currently enrolled in the program the option to finish their degree. New students interested in this program will be directed toward a business degree with a minor in sport management.

Courses to be removed from the Catalog:

Existing Courses	Credit Hours
SEM 300 Intro to Sports & Entertainment Management	3
SEM 340 Event Development in Sports & Entertainment Management	3
SEM 350 Ethical and Legal Issues in Sports & Entertainment Management	3
SEM 365 Leadership & Governance in Sports & Entertainment	3
SEM400 Promotions & Public Relations in Sports & Entertainment	3
SEM 430 Global Perspectives in Sports & Entertainment Management	3
SEM 440 Social Aspects of Sports & Entertainment Management	3
SEM 490 Strategic Management in Sports & Entertainment	3

Motion Eleven from UCC: It is moved that SWK 250 Social Work Generalist Practice One, be listed as satisfying Mission Core II Requirements.

Rationale: This course includes content on strengthening social work practice through integration of Catholic Social Teaching by the examination of Catholic Social Teaching Principles and the National Association of Social Work Code of Ethics. Students are also introduced to Catholic social teaching through the legacy and mission of the Sisters of St. Joseph of Carondelet through research of history, learning about The Justice Commission of the Sisters of St. Joseph of Carondelet, and touring the Motherhouse in Carondelet. This course will be modified to include the following content: Understanding social work as an international human rights profession, emerging global ethics and social justice, and Catholic social teaching and peacemaking. In addition, this course will include required readings and written work on Catholic Social Thought required of Mission Core II in the revised general education program. The following chart outlines the modified course content and the relationship between Mission Core II Learning Outcomes, five Catholic Social Teaching Principles, possible convergence and divergence between Catholic Social Teaching Principles, the Social Work Code of Ethics and professional practice.

Mission Core II

1MC. Identify the challenges of global citizenship relevant to a particular academic field.

2MC. Apply the concepts of Catholic Social Teaching to the challenges of global citizenship in this academic field of study.

3MC. Articulate an informed response to the relevance of Catholic Social teaching to the challenges of global citizenship in this academic field of study.

Catholic Social Teaching Principles

1CST. Community and the Common Good

2CST. Stewardship of Creation

3CST. Solidarity

4CST. Role of Governance

5CST. Promotion of Peace

Mission Core	CST	Convergence	Divergence	Module/Content
1MC 2MC 3MC	1CST	CST: Person sacred and social Community important in people's lives Politics important Govt. responsibility to protect life and dignity Universal to all people SWK: access to resources and services Development of people and community Importance of human relationships Social action/political action important Universal to all people	CST: protection of human life (may conflict with self-determination) SWK: less emphasis on power, community and institutions Places emphasis on individual	Module: Community Social Work Personal responsibility vs. public responsibility Social development and community development Facilitating change and empowerment Social, economic, political, and ethical dilemmas in communities
1MC 2MC 3MC	2CST	CST/SWK: Ecological Model: systemic interconnection extends beyond individual relationships Environmental justice: discrimination is a social problem(access to basic needs) Self-determination, human dignity and diversity Integrity requires openness (environmental impact of industry) Cultures offer values consistent with environmental preservation All people should have access to resources to meet their needs Universal to all people	CST: Church does not seem involved in environmental issues SWK: Some content outside SWK domain	Module: Learning From Our Clothes: A Global Perspective on Justice Human wants/desires/profit motive/capitalism and environmental preservation Global perspective vs. community issues Sorting our competing priorities jobs vs. endangered species Needs of developing nations/competition for scarce resources
1MC 2MC 3MC	3CST	CST/SWK: Importance of human relationships Social justice Commitment to serve Ethical responsibility to the larger society to promote general welfare: global perspective Political action for equality diversity Universal to all people	CST: Patriarchal treatment, historical track record of lacking solidarity SWK: Sometimes and agent of social control	Module: Understanding social work as an international human rights profession Global human rights Universal Declaration of Human Rights International social work

<p>1MC 2MC 3MC</p>	<p>4CST</p>	<p>CST/SWK: Commitment to and ethical responsibility to larger society People have the right to participate in government at all levels(subsidiarity) Laws and policies should ensure that social needs are met Responsibility to engage in political action(self-determination and advocacy) Responsibility to mobilize individuals/communities at the grass roots to engage in civic life Universal to all people</p>	<p>Global: Laws, belief systems, cultural behaviors that pertain to morality and/or discriminate/oppres</p>	<p>Module: Emerging Global Ethics Parliament of World religion declaration on emerging global ethics Universal Declaration of Human Rights International Federation of Social Workers/IASSW Ethics for Radical Social Workers</p>
<p>1MC 2MC 3MC</p>	<p>5CST</p>	<p>CST/SWK: Promotes general welfare and advocating for the basic human needs of all at the global level Consistent with values of human worth Respect the dignity of all Self-determination Avoidance of conflict of interest Universal to all people</p>	<p>CST/Church: History of complicity and passive by standing of war/international conflict</p>	<p>Module: Catholic Social Teaching and Peacemaking Colonialism, capitalism, international elitism, exploitation, torture and abuse Oppression of women, GLBT and other vulnerable groups Intolerance of diversity Laws that fail to eradicate violence against women Churches teaching on war and peace, NASW Ethics, International Federation of Social Workers, Universal Declaration of Human Rights</p>

Students will be expected to:

1. Identify the challenges of global citizenship relevant to the field of social work.
2. Apply the concepts of Catholic Social Teaching to the challenges of global citizenship in the field of social work.
3. Articulate an informed response to the relevance of Catholic Social Teaching to the challenges of global citizenship in the field of social work..
4. Respond to questions for assessment:
 - How does global citizenship impact social work?
Evidenced by module and assignment in 3CST
 - Define how Catholic Social Teachings and Social Work Ethics converge to address challenges in global citizenship?
Evidenced by module and assignment in 4CST
 - How does Catholic Social Teaching and Social Work Ethics provide a framework for thinking about how globalization affects social work?
Evidenced by module and assignment in 3CST

Proposed Date of Implementation: Fall 2013

Financial Impact: none

Prerequisites: SWK 100 or SWK 110 This course addresses Mission Core II Learning Outcomes noted as: challenges of global citizenship, application and responding to Catholic Social Teachings relative to a particular academic field of study. Thereby, it specifically addresses social work knowledge, values and skills related to the objectives and may not be of interest to non-social work majors and/or minors.

Motion Twelve from UCC: It is moved that the following criteria be adopted for inclusion in Fontbonne University's general education program entitled Culture and the Common Good for Bridges courses under the specified headings below:

- **LINK (Learning through and Interdisciplinary Nexus of Knowledge)**
The goal of this structure is to promote opportunities for interdisciplinary discussions among faculty and between faculty and students. The context may encompass any topic but should challenge the academic community to better understand the world and thereby prepares our students for participation as global citizens.

Usually, a LINK course would be conceived and implemented by two instructors from different Pillar categories, each required to participate in every class period but other pedagogy may be appropriate. Although the student could choose to take separate courses for each requirement specified, they could elect to take one or several LINKs which combine content and perspective from more than one discipline. For example, one LINK course alone could give a student an elective for another course within Culture and the Common Good so long as that elective course is outside the student's major; additional LINKs could reduce that number further.

- **Insight Project**
Students may complete an Insight project at any point after they have completed at least 64 credit hours (including 9 credit hours in their major). Individual faculty members or faculty teams will propose Insight projects each semester, including summer. These projects will be interdisciplinary, problem-based learning experiences that aim to serve a common good. Projects will be posted at the beginning of the semester before they occur. Each faculty member (or faculty team) will propose a project (for instance, interdisciplinary research, a museum exhibit, a website, an experiment, an art project, an advocacy campaign, a documentary film, a fundraiser, a computer program, etc.) that will be advertised to students the semester before it will occur.

Students will apply for various project positions and be selected to perform a specific collaborative role on the project team.

Each project will meet the following criteria:

- Be interdisciplinary in focus, open to students from several explicitly identified major fields.
- Clearly relate to promotion of the common good, broadly defined.
- Create job descriptions for students.
- Focus on asking a specific question or solving a specific problem.
- Be shareable with the Fontbonne community.
- Involve clear timelines for the project and thorough assessment closely pegged to each individual job description.

The Insight project will allow students to bring the disciplinary expertise to working on a specific interdisciplinary concern, demonstrating their ability to collaborate across disciplines and apply their skills and talents to serving a world in need.

- **Culture Connections**

Interdisciplinary courses from programs not represented in Foundations or Pillars that directly address culture as a vehicle for the transmission of meaning and values.

- **Culture and Common Good**

CCG courses prepare students for the challenges of citizenship in the 21st century. These courses should incorporate at least three of the following areas of emphasis:

- Globalization (with attention to economic, political, cultural, historical, corporate, ethical, and/or religious dimensions of the process of global integration as well as the implications of each)
- Diversity (with attention to concerns such as inequality, identity, inclusion, oppression, (im)migration, social justice as they relate to people of specific races, ethnicities, genders, sexual orientations, ages, disability statuses, or national origins)
- Sustainability (with attention to concerns such as climate change, biodiversity, development, resource usage, ecology, consumption, food production, population, and ethics and technology related to these concerns)
- Civic Engagement (with attention to varieties and histories of democratic societies, including the United States, as well as the requirements for and challenges of democracy in this nation and elsewhere)
- Advocacy and Social Justice (with attention to understanding public policy and social institutions through which change historically has been and still may be achieved and/or hindered)
- The Media (with attention to the ways in which the media construct, promote, distort, or improve the frames through which we understand the challenges of citizenship in the 21st century).

CCG courses used to fulfill this requirement must be from courses other than “Courses required in the Major” as described for each particular major in the current Fontbonne University catalog. “Courses required in other disciplines” can be used to fulfill this requirement.

- **Dedicated Semester**

Dedicated Semester courses in majors, as special topics, in a specific area, or as general education courses fulfill the Bridges requirements. At least 25% of the course must be highly relevant to the Dedicated Semester theme.

- **Service Learning**

Service-learning is a form of experiential learning and is a “purposeful teaching pedagogy that engages students in reciprocal experiences that respond to community-defined needs, incorporates structured reflection for students to learn about themselves and the complexity of social issues and sustainable change, and develops a greater understanding of their civic responsibilities to help better society through collaborations and partnerships” (Fontbonne University Service-Learning Task Force Report, 2010).

Criteria for service-learning at Fontbonne University:

- Engage students in reciprocal experiences that respond to community-defined needs
- Incorporate structured reflection for students to learn about themselves, the complexity of social issues and sustainable change
- Develop a greater understanding of civic responsibilities to help better society through collaborations and partnerships
- Provide a minimum of 30 service hours per 3 credit course
- Student teaching and practicums do not count as service learning experiences in this context

How is service-learning different from student teaching or practicums?

- Community service has an emphasis on the SERVICE part of service-learning
- Student teaching and practicums have an emphasis on the LEARNING part of service-learning
- Service-learning focuses an equal emphasis on academic connections/learning AND service to an underserved population or community need (Sigmon, 1996; as cited in Eyler & Giles, 1999, p. 5)¹

¹ Eyler, J.S. & Giles, D.E. (1999). *Where's the learning in service learning?* San Francisco: Jossey-Bass.

Other good sources in relation to service learning and student teaching:

- ✓ Krustchinsky, R. & Moore, B. (1981). Early field experiences: A vital part in the training of elementary teachers. *Kappa Delta Pi Record*, 17(4), 119-120.
- ✓ Wade, R. (Ed.) (1997). *Community service-learning: A guide to including service in the public school curriculum*. Albany, NY: State University of New York Press.
- ✓ Erickson, J.A., & Anderson, J.B. (Eds.) (1997). *Learning with the community: Concepts and service-learning in teacher education*. Washington, DC: American Association for Higher Education.

- **Study Abroad**

Study abroad is a form of experiential learning that includes elements of globalization, diversity and civil engagement. Academic courses must be taught by Fontbonne University faculty or by instructors holding advanced degrees from accredited U.S. or overseas universities.

- **Foreign Language**

Any foreign language course which by its inherent nature includes bridging diverse cultures

Rationale: The development of the new general education program Culture and the Common Good necessitates the identification of courses that will meet the newly adopted general education learning outcomes, specifically in relation to the new category of Bridges.

Proposed Date of Implementation: Immediately upon approval

Required: Yes, for those seeking general education credit Elective: Yes GER: Yes, for Bridges category

Upon completion of this requirement, students will be able to: Articulate the relationships between scholarship and the broader context in which it exists.