



MOTION TO ADD, CHANGE, OR DROP A GENERAL EDUCATION COURSE

UNDERGRADUATE CURRICULUM COMMITTEE
FONTBONNE UNIVERSITY

Nature of change (please check): Add Course Modify Course Drop Course

BASIC INFORMATION

Name of Motion:	Revise the Learning Outcomes of Mission Core I: Culture and the Common Good		
Submitted By:	Corinne Wohlford, Director of Mission Core	Date:	April 21, 2016
Department/College:	Academic Affairs		

MOTION

It is moved that:

The new learning outcomes of Mission Core I be listed as the following:

1. Identify links between Fontbonne's mission, as supported by the Sisters of St. Joseph of Carondelet, and the principle of the common good, a principle of Catholic Social Teaching.
2. Articulate the challenges of reconciling divergent ideas about the common good within a pluralistic society.
3. Determine one's personal ideas about the common good by examining the idea in multiple contexts.
4. Prioritize one's personal and professional goals in light of one's potential contributions to the common good.
5. Demonstrate effective use of campus resources to foster personal and professional development.

Rationale (200 words or fewer):

The prior list of learning outcomes put more emphasis on the Catholic nature of the course than was appropriate to the interdisciplinary nature of the course. Furthermore, the prior outcomes did not include the content related to personal and professional development that have always been a cornerstone of this course. The new outcomes reflect the course as it has been and will continue to be taught.

Proposed Date of Implementation: Fall, 2016

Does proposed course replace existing course? Yes No
If so, which one and why?

Does this change affect other departments/colleges? Yes No
If yes, list names of Department Chairs who gave approval for this change:

Should this course be removed from the catalog permanently? Yes No

The financial impact of this program has been discussed with the Vice President for Academic Affairs and the VPAA has agreed for this motion to move forward. Yes No

Financial Impact (describe/list projected amounts):

- a. Faculty: \$ 0
- b. New Library Holdings [*please check with your Liaison Librarian for help with this number*]: \$ 0
- c. Equipment: \$ 0
- d. Audio-visual / software:\$ 0

Distribute to the following:

Catalog Registrar Purple GER Sheet Other (explain):

COURSE INFORMATION

Course Number & Title: INT 105: Mission Core I: Culture and the Common Good

Catalog description to be used: no change

Prerequisites: none

Credit Hours: 3

Frequency of course offering: every fall

Please select: Required Elective

Format: Face-to-Face Online Blended

GER Category (see criteria at the end of this document):

Foundations *Pillars* *Bridges** *Mission Core II* *Writing Intensive*
 (complete WI form below)

***select Bridges Category:**

LINK *Insight Project* *Culture Connection* *CCG*
Dedicated Semester *Service Learning* *Study Abroad* *Foreign Language*

For LINK course, list Pillar categories involved:

For Insight Project, attach description of the project.

For Culture and the Common Good (CCG) course, list three (3) areas of emphasis from the criteria and explain how each will be incorporated into this course:

For Service Learning course, describe how the criteria will be incorporated into your course:

INFORMATION FOR WRITING INTENSIVE COURSE

Course Name and Number:

Submitted by:

Instructions for Completion	Responses
<p>Estimate the number of words* of low-stakes writing required for the course—brief or informal writing tasks undertaken in or outside of class that individually do not make up a large portion of the final grade.</p> <p>*300 words is approximately one double-spaced typed page</p>	<p>(Example: 2500 words)</p>
<p>List the high stakes writing assignments, with a brief description, recommended word count, and percentage of final grade for each. High stakes writing describes assignments with a significant impact on the final grade that are expected to be polished and developed through a revision process. (minimum 2,500 words)</p>	<p>(Example: Paper 1, lab report, 1200-1500 words, 10%)</p>
<p>Identify assignment(s) students will revise and resubmit.</p>	<p>(Example: Paper 2, Rhetorical Analysis)</p>
<p>Provide an example of how you will evaluate assignments using the elements of writing listed in the criteria for Writing Intensive Courses (above).</p>	<p>(Example: Rubric based on the Elements of Writing)</p>
<p>List discipline-specific writing tasks, formats, or concepts that will be addressed in this course.</p>	<p>(Examples: Lab reports, clinical assessments, treatment plans, lesson plans, business memos)</p>
<p>Identify methods or tools for teaching language and formats appropriate to the discipline, whether in anticipation of writing assignments or in response to student work.</p>	<p>(Examples: Blackboard tutorials, guest speakers, videos, worksheets, lessons)</p>
<p>Provide the combined percentage of all writing assignments in the final grade.</p>	<p>(Example: 40%)</p>

Criteria for Writing Intensive Courses

- Suggested maximum enrollment of 20 students
- At least 5,000 prose words total writing for the course, which may include both low stakes writing—brief in-class, or informal writing tasks that individually do not make up a large portion of the final grade—and high stakes writing—writing assignments with a significant impact on the final grade that are expected to be polished and developed through a revision process.
- At least 2500 words of the required 5000 words should be high stakes writing.
- At least one assignment (of a length determined by the instructor) must be revised and resubmitted prior to receiving a final grade.
- Total written assignments must represent at least 30% of the course grade
- Instructional time must be devoted to discussing both language and formats appropriate to the discipline.
- Written work should be evaluated based on the following Five Elements of Writing, listed in order of importance:
 - **Focus:** Concentration or emphasis on a subject or objective. May be addressed in the following terms: objectives of assignment, thesis, argument, main point, central theme, conclusions, or recommendations.
 - **Development:** Support and/or elaboration of the focus. May include: explanation, description, analysis, narrative, exploration, use of source material or data, or discussion of methodology.
 - **Organization:** Coherent order and grouping of material. May be addressed in the following terms: overarching structure, paragraph structure, or use of transitions.
 - **Style:** Tone conveyed toward material and/or audience. May be addressed in the following terms: word choice, sentence structure, voice, or persona.
 - **Conventions:** Adherence to standards of grammar, punctuation, spelling, and discipline-specific rules of formatting and citation. For example: APA, MLA, AP Style, or other style guides.

Criteria for Bridges Courses

- **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:

- ✓ Krustchindky, 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