

## MISSION CORE II/CCG

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Mission Core II courses must integrate mission-related concerns in addition to fulfilling CCG-tag criteria below. At the 200-level and above, the intention is to explore the application of mission values to our professional curriculums.

Mission related concerns are predicated in Catholic Social Thought and the values and commitments of the Sisters of Saint Joseph and include: attention to issues of historical remembrance, social justice, and diversity; integration of liberal arts and professional education; synthesis of faith and reason; thoughtful experiential and service learning; and building of alliances with individuals and organizations that are bringing about positive changes in the global community.

CCG-tagged courses are intended to prepare students to meet the challenges of citizenship in the twenty-first century and to expose them to programs not otherwise represented in the foundations or pillars categories. At the least, CCG-tagged courses used to fulfill the Bridges requirement must be from courses other than “Courses required in the Major” as described in the catalog.

These courses should incorporate at least three of the following areas of emphasis, which may overlap:

- Globalization, with attention to economic, political, cultural, historical, corporate, ethical, and/or religious dimensions of the processes 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 twenty-first century.

## BRIDGES

### **LINK: LEARNING through an 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 prepare 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 every class period but other pedagogy may be appropriate. Although the student could choose to take separate courses for each of the courses specified, they could elect to take one or several LINKs which combine content and perspectives 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 the number further.

### **Insight Project**

Students may complete an "INSIGHT project" at any point after they have completed at least 64 credit hours (including at least 9 hours in their majors). 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 will 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 "hired" to do 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 project
- Be shareable with the Fontbonne community
- Involve clear timelines for the project and thorough assessment closely pegged to each individual job description
- Be approved by the CCG advisory committee

The INSIGHT project will allow students to bring their 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**

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

**Dedicated Semester-Discipline with 293 or 494 designation**

Many of the courses designated fulfill requirements both in majors, as special topics or in a specific area, or as general education courses.

**Service Learning-SL** (Report from Service-Learning Task Force- April 23, 2010)

For consistency in interpretation and terminology, the Task Force has categorized service-learning as a form of experiential learning and has defined it as a “purposeful teaching pedagogy that engages students in reciprocal experiences that respond to community-defined needs; it 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.”

According to Campus Compact, the key components of service learning are:

- campus-community partnerships
- explicit learning objectives
- student orientation
- service that responds to community needs
- critical reflection and evaluation

**Study Abroad**

Must include an academic component.

**Writing Intensive-WI2 or WI3** (from Vince Willoughby, Chair of Writing Across the Curriculum- 2/18/11)

Proposed Criteria for Writing Intensive Courses at Fontbonne University:

- Maximum enrollment of 25 students
- At least 5,000 words (20 typed, double-spaced pages) total writing for the term
- Both formal and informal writing assignments to be assigned, but formal, polished writing should represent over half of total writing
- Students should be given the opportunity to revise and resubmit a finished writing assignment after receiving feedback from the instructor, preferably early in the term
- Writing assignments must represent at least 25% of the course grade
- Instructors to assign multiple writing assignments of varied types appropriate to their discipline
- Standards for Writing at Fontbonne University rubric to be consulted in evaluating written work
- WI2 (200/300-level) and WI3 (300/400)