I. **Overview**

The global interconnectedness of the 21st century requires a curricular component in which students engage with diverse cultural perspectives and develop a sense of global responsibility. Global interdependence brings about new widely-shared meanings, values, and understandings of the natural and social worlds. An emphasis on global learning recognizes that every person occupies simultaneously a range of positions between the local and the global and that changes in one part of the system will result in changes in other parts. Because global issues likewise cross disciplinary and national boundaries, this component is best addressed by an interdisciplinary course that examines issues of global impact.

In order to support faculty in creating or substantially revising a course that will serve as an Engaging the Global Community (EGC) course in the Integrative Core Curriculum, we invite proposals for course development grants of $2000. EGC courses and interdisciplinary and must either be team-taught (a single course taught by two instructors from different disciplines) or part of a faculty learning community (two or more single-instructor courses focusing on a topic or set of similar topics whose instructors collaborate and share materials/approaches in their courses). Teams teaching one course should submit one application (both participants receiving a stipend of $2000 if approved); each participant in a learning community should submit a separate application (each participant receiving a stipend of $2000 if approved).

II. **Course Development Grant Proposal Requirements**

Faculty planning to submit a course development proposal should discuss this with their respective department chairs. Only proposals that include a supporting letter from department chairs will receive consideration. Chairs should submit their supporting letters by email to Karen Connell (kconnell@jcu.edu).

Proposals should include all of the following components:

1. **A tentative syllabus or course description.** This should include the names of all instructors and departments participating in the team-taught course or learning community, and an indication of when the course would likely be offered for the first time. Consistent with the best practices of integrated curricula, the course should focus on concepts, themes, problems, or issues which are approached through more than one disciplinary method. The description should therefore offer some indication of what issue of global impact the course seeks to address, and how. Some possible course themes could include: Artistic Production in a Global Era, Global Media, Immigration, Environmental Policy, Globalization and Poverty, The Politics of Humanitarian Responses, Global Challenges in Food and Nutrition. For descriptions of approved EGC courses, visit the Integrative Core Curriculum website: [http://sites.jcu.edu/cas/pages/core-curriculum/new-core-fall-2015/new-core-curriculum-resources/integrated-course-descriptions-spring-2016/](http://sites.jcu.edu/cas/pages/core-curriculum/new-core-fall-2015/new-core-curriculum-resources/integrated-course-descriptions-spring-2016/).

2. **An explanation of how the course will fulfill the required mode of delivery.** EGC must either be team-taught or as part of a learning community in which faculty from a variety of disciplines share perspectives. In either case,
the instructors collaborate on the plan of the course. Proposals should therefore indicate how faculty members plan to collaborate in development of the course(s) during the time of the grant. For more information on teaching in a team and learning community, please see the FAQs page from Engaging the Global Community on the website for the new, integrative Core: http://webmedia.jcu.edu/cas/files/2014/12/FAQ-Faculty-Learning-Communities-in-EGC.pdf.

3. A brief consideration of how the course would meet the learning outcomes required of an Engaging the Global Community course. EGC courses must meet the following JCU Academic Learning Goals:

- Demonstrate an integrative knowledge of the human and natural worlds;
- Communicate skillfully in multiple forms of expression;
- Act competently in a global and diverse world.

While other aspects in the Core will also serve to meet the Academic Learning Goals, each EGC course must meet all of the specific learning outcomes listed below, drawn from the goals above.

A. Learning Outcomes Related to Integrative Knowledge

1. Students draw conclusions by connecting examples, facts, or theories from more than one field of study or perspective;
2. Students apply skills, abilities, theories or methodologies gained in one situation to contribute to their understanding of a problem or issue.

B. Learning Outcomes Related to Effective Communication (Writing)

1. Students can articulate an argument: The writer locates and develops a manageable topic given audience, purpose, and length requirements and begins to situate the topic in the context of the field. The writer develops and supports an argument appropriate to context, audience, and purpose;
2. Students support an argument by integrating sources: The writer locates, engages with, and integrates relevant sources appropriate to the discipline(s);
3. Students can document ethically: The writer avoids plagiarism and documents sources consistently using a citation style appropriate to the discipline with few formatting errors;
4. Students can control surface features of the writing: The writer uses straightforward language that conveys meaning to readers with clarity, with few errors.

Note: the application should also include a brief description or outline of how the course will devote at least some time to issues of writing as a process within the discipline and incorporate a writing process appropriate to the discipline (i.e. composing multiple drafts, collaborating and editing, peer review, one-on-one conferencing, etc.).

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1 Best practices suggest that a focus on writing as a process be included in writing instruction. The Written Expression Subcommittee has established the minimum expectations for treating writing as a process in the integrated courses:

- The instructors in every integrated course will devote at least some time to issues of writing as a process within the discipline. This implies that the writing required in a course will be more than merely an addition to the syllabus.
- The instructors in every integrated course will help students connect and synthesize knowledge related to the subject matter by incorporating a writing process appropriate to the discipline. For example, processes may include, but are not limited to, composing multiple drafts, collaborating, revising and editing, peer review, and one-on-one conferencing.
- The instructors in every integrated course will provide and explain the expected citation style and discourse conventions appropriate to the discipline.
C. Learning Outcomes Related to Global Competence
   1. Students can identify several factors that have resulted in social, cultural, economic, political, or environmental linkages between people at regional and/or global levels;
   2. Students can describe the reciprocal power relationships that result from these linkages.

III. Faculty Development
In order to support grant recipients in creating their EGC courses, the Integrative Core Curriculum committee and the Center for Teaching and Learning will hold a workshop the week of May 16 (the week between final exams and graduation). The focus of the workshop will be integration, assessment, and pedagogy. It is expected that all grant recipients attend this workshop.

IV. The Final Report
Faculty members who are awarded a course development grant must submit a final report by Monday, September 5, 2016. The final report should follow the requirements for a formal application for Core designation, including relevant course materials, a course rationale, and a completed table indicating how the course learning objectives will be assessed. See the Integrative Core Curriculum website for details: http://sites.jcu.edu/cas/pages/core-curriculum/new-core-fall-2015/new-core-curriculum-resources/.

For questions, please consult Maria Marsilli (mmarsilli@jcu.edu), Director, Engaging the Global Community.