

ACU Dallas Approval Chart for Curriculum Changes

A=Approve I=Information Item R=Review & Recommend

Course Number: CORE 115 _____ or Degree Plan: _____

State the requested change and reason. A memo may be attached if more space is necessary.

This proposal seeks to change the title, description, course outcomes (content), prereqs and department of record for CORE 115.

CORE 115 will be the first course that students will take in fully online undergraduate programs. The purpose of this course is to welcome new fully online undergraduate students and challenge them to think about how knowledge shapes our current and future views of ourselves, serving as an introduction to critical thinking.

The course also provides practice to students in techniques of scholarly reflection appropriate for online courses and introduces students to a number of different assignment types that they can expect to see in their fully online program.

Please see the attached table showing the changes from the previous version of CORE 115.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

Change to a Course	Program	Dean	Academic Council	Provost	President	Board of Trustees
1. Title (description unchanged)	R	A	I	I	I	--
2. Description (not affecting content)	R	A	I	I	I	--
3. Content (substantive change - 25% or more)	R	R	R	A	I	--
4. Number of credit hours assigned to a course	R	A	I	A	I	--
5. Course number	R	A	I	I	I	--
6. Prerequisites	R	R	A	I	I	--
7. From U to G or G to U	R	R	A	A	I	--
8. Cross list with another program	R	R	A	A	I	--
9. Program/department of record	R	R	A	A	I	--
10. Open or close a course	R	R	A	A	I	--
11. New course (application required)	R	A	R	A	I	--
12. Add a course fee	R	A	A	A	I	--
Change to a Degree Plan						

13. Revision of major/program	R	R	A	A	I	--
14. Adopt or change admission requirements	R	R	A	A	I	--
15. Add a major/program	R	R	A	A	A	I
16. Discontinue major/program (proposed by Program or Dean)	R	R	R	A	A	I
17. Discontinue major/program (proposed by VP of Academic Affairs or Provost)	I	I	R	A	A	I
18. GPA (revise major/program or cumulative requirement)	R	R	A	A	I	--
19. Minor/track - Revise course selection	R	A	I	I	I	--
20. Minor/track – Add (new content area)	A	A	A	A	A	--
21. Minor/track – Add (not new content)	A	A	A	A	I	--
22. Minor/track - Discontinue (proposed by Program or Dean)	R	R	R	A	I	--
23. Minor/track - Discontinue (proposed by VP of Academic Affairs or Provost)	R	R	R	A	I	--
24. Degree - Add	R	R	A	A	A	I
25. Degree - Discontinue (proposed by Program or Dean)	R	R	R	A	A	I
26. Degree - Discontinue (proposed by VP of Academic Affairs or Provost)	I	I	R	A	A	I
Change to Catalog Information						
27. General requirements for graduation	--	--	A	A	I	--
28. General admission requirements	--	--	A	A	I	--
29. Policies governing academic probation & suspension	--	--	A	A	I	--
30. Other academic policy changes	--	--	A	A	I	--

Curriculum/Catalog Changes Signature Page
Any recommendations should be attached to this document.

Program Director/Department Chair(s)
(representing the School/Program Curriculum Committee)

☐ Information Only ☒ Review & Recommend ☐ Approve

Sarah K Lee
Sarah Lee (Apr 16, 2019)

Signature

Apr 16, 2019

Date

Signature

Date

Dean(s)

☐ Information Only ☐ Review & Recommend ☒ Approve

Joe L. Lopez

Signature

Apr 16, 2019

Date

Signature

Date

ACU Dallas Academic Council

☐ Information Only ☐ Review & Recommend ☒ Approve

Samuel S. Smith

Chair Signature

Apr 16, 2019

Date

Provost

☐ Information Only ☐ Review & Recommend ☐ Approve

Signature

Date

President

☐ Information Only ☐ Review & Recommend ☐ Approve

Signature

Date

Proposed modifications of CORE 115 for use as an introductory course for students in fully online programs:

Approval Chart Item (Change to a Course)	Old CORE 115	Revised CORE 115
#1. Title	Critical Thinking, Identity, and Community	Introduction to Critical Thinking
#2. Description	This course engages students in thinking critically, missionally, and globally about the ideas that shape our current and future views of ourselves. Students will analyze various historical ideas about the self, consider the differences between human persons and the rest of creation, and begin to understand the factors that shape personal identity and faith. Through in-class presentations, mentored class discussion, and personal and collaborative writing and readings, students will reflect on how individually and as members of communities we can come to understand our communal responsibilities and ourselves. Special attention is given to a Christian perspective of identity and community. Includes a research project. Prerequisite: ENGL 112.	This course engages students in thinking about how knowledge shapes our current and future views of ourselves and our communities. Special attention is given to a Christian perspective on online education as a foundation for the life-long integration of faith, ideas, and action. Satisfies University Requirements.
#3. Content	Upon completion of the course, students should be able to: 1. Demonstrate a critical awareness of social location; 2. Articulate a critical assessment of various views of the self (including at least ancient, modern, post-modern, and the physical); 3. Explore the ethical, civic, and moral implications of living an integrated, Christ-centered life of faith through informed judgments, reasoning, and evaluations; 4. Understand the historical and cultural context of critical terms and concepts that inform different views of the self and community. 5. Utilize a multidisciplinary approach to analyzing the self in a variety of locations such as historical and philosophical milieu, aesthetic and communal context, and theological framework.	Upon completion of the course, students should be able to: 1. Define and give examples of critical, global, and missional thinking. 2. Demonstrate a critical awareness of social location. 3. Articulate a critical assessment of various views of the self. 4. Explore the ethical and moral implications of living an integrated, Christ-centered life of faith through informed judgments, reasoning, and evaluations. 5. Describe various manifestations of empathy. 6. Utilize a multidisciplinary approach to analyzing the self in a variety of locations such as historical context, philosophical milieu, aesthetic situation, and theological framework. 7. Identify and describe the strengths and weaknesses of the student's discipline's approaches to analyzing the self in a variety of locations.

		<u>Key additions:</u> #1 and #5 <u>Key differences:</u> in the Old version, #2 included language regarding the different perspectives used in assessing the self. In the new version of the course, students will be able to articulate an assessment of the various views of the self, but we have removed the specific perspectives used and left this more open. This provides space for the instructor to focus on a given perspective via the resources provided in the course.
#6. Prerequisites	ENGL 112	None. This course was designed to welcome all students.
#9. Program / Department of Record	University Studies	College of Graduate and Professional Studies, School of Undergraduate Studies



ABILENE CHRISTIAN UNIVERSITY

CORE 115 Introduction to Critical Thinking

Note: Please see the Canvas course for information on the faculty as well as all due dates.

MISSION STATEMENTS

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

To introduce students to and engage them in the process of thinking critically, globally, and missionally, preparing them for the rigor of academic excellence and university life at ACU.

INTEGRATION OF CHRISTIAN FAITH

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

COURSE DESCRIPTION

This course engages students in thinking about how knowledge shapes our current and future views of ourselves and our communities. Special attention is given to a Christian perspective on online education as a foundation for the life-long integration of faith, ideas, and action. Satisfies University Requirements.

REQUIRED TEXTS AND RESOURCES

Ruggiero, V. R. (2012). *Beyond feelings: A guide to critical thinking* (9th ed.). New York: McGraw-Hill Higher Education. ISBN: 9780078038181

RECOMMENDED TEXTS

Jacobs, A. (2017). *How to think: A survival guide for a world at odds*. New York: Currency. ISBN: 9780451499615

COURSE REQUIREMENTS

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Course Requirements***Discussion Questions***

Participation in online discussions is mandatory. In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Friday by 11:59 pm CST, unless otherwise indicated in the instructions. You are also expected to respond to at least one of your classmates' postings for each discussion question. This response is due on Sunday by 11:59 pm CST. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Reflection Essay: A Moment of Meaning

The purpose of this assignment is to orient you to the practice of reflection. You will reflect on a recent moment in your life that was meaningful and then describe that experience in detail and why it was meaningful.

Reading Reflection Essay

The purpose of this assignment is to give you experience in defining a belief and observe the means of justification you use as you describe your belief. You will reflect on something you believe in deeply and then describe the belief and how it makes you feel when someone disagrees with your position.

Here I Stand Selfie Video Essay

The purpose of this assignment is to refine your understanding of justification, to practice the construction of an argument, and to evaluate arguments. Using the feedback you received from your reflection in Week 2, you will edit your work and reflection and create a selfie video speech/essay entitled "Here I Stand."

Letter to Your Younger Self

The primary purpose of this assignment is to practice reflection on perspective and to practice self-empathy, with a larger purpose of practicing empathy for others' perspectives. You will reflect on a belief or attitude you used to have and write a letter to your younger self explaining how changes in perspective changed the way you view the issue.

Reflection on Being Challenged

The purpose of this reflection exercise is to identify and consider the emotions of being in intellectual conflict with others. You will do this assignment to further inform empathy understanding for those who find disagreement emotionally difficult. The assignment is to take time to reflect upon what it feels like to be challenged/corrected/argued with.

Building Knowledge in My Discipline Screencast

The purpose of the screencast assignment is to provide you with an opportunity to contextualize how knowledge is constructed within your own field or discipline. You will gain experience in organizing information in a meaningful presentation and learn more about how knowledge is created within your own discipline. This assignment carries the greatest number of points, because it is a summative assessment of your learning in the course.

Spiritual Reflection Paper - Epistemic Humility

The purpose of this reflection is to gain a deeper sense of understanding and compassion for the ways that other people think. In this assignment, you will think about a time in which you felt challenged to think, or know, in a way that made you uncomfortable and to go beyond the actual feeling to explore why you felt that way and hypothesize about the reasons that "Epistemic Humility" is so painful.

COURSE POLICIES**Engaged Learning in an Online Format**

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: *If a student fails to participate in the course for 14 days, meaning that s/he has not logged in and/or submitted assignments (whether graded or not), s/he will be automatically dropped from the course. If a life situation occurs that will prevent the student from participating in the course for a brief*

period of time, the student is responsible for communicating this to his/her instructor and Student Services Advisor so appropriate arrangements can be made.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook. Reliable technology is the responsibility of the student.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments, Make-Up Exams, & Extra Credit

Assignments are due by 11:59 pm Central Standard Time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late, except for discussion responses, which will not be accepted late. Weekend days are counted as late days. Extra credit will not be available in this course.

Academic Integrity

The University Policy for Academic Integrity is as follows:

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. Assignments may or may not be submitted through the TurnItIn plagiarism checker.
3. The Academic Integrity Policy is available on the ACU Provost's Office webpage, where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:
 - a. losing points on an assignment.
 - b. failing an assignment.
 - c. failing a course.
 - d. having a record of improper conduct in the dean's office which oversees the course in which the infraction was made and in the office of the Dean of Students.
 - e. being placed on behavioral probation or suspension.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

Note: Some or all written assignments will go through the TurnItIn plagiarism checker. Faculty use the TurnItIn tool to ensure authenticity of student work.

ACU LEARNER SUPPORT, RESOURCES, AND SERVICES

Harassment

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit:
<http://www.acu.edu/student-life/anti-harassment.html>.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found at <https://online.acu.edu/group/acu/resources>.

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call their office directly at (325) 674-2667.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

GRADING

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range	Grade Assigned
89.5% - 100%	A
79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

Course Outline and Assignment Points*(Schedule subject to change; See the Canvas course for information on due dates.)*

Week	Deliverable	Points
Week 1	Discussion Question 1: Getting to Know Your Class	5
	Discussion Question 2: Exploring our Influences (sharing identities, finding connections)	20
	Assignment: Reflection Essay: A Moment of Meaning	100
Week 2	Discussion Question 3: Global Warming: Real or Imaginary?	25
	Reading Reflection Essay	100
Week 3	Discussion Question 4: The Role of Government	25
	Here I Stand Selfie Video Essay	100
Week 4	Discussion Question 5: Who's to Blame?	25
	Letter to Your Younger Self	100
Week 5	Discussion Question 6: Who Influences Our Thinking?	25
	Reflection on Being Challenged	100
Week 6	Discussion Question 7: Building Knowledge in Your Profession	25
	Building Knowledge in My Discipline Screencast	100
Week 7	Discussion Question 8: Changing the World	25
	Spiritual Reflection Paper: Epistemic Humility	100
Total Points		1000

Course Student Learning Outcomes (SLO) and alignment:**SLO #1.** Define and give examples of critical, global, and missional thinking.**SLO #2.** Demonstrate a critical awareness of social location.**SLO #3.** Articulate a critical assessment of various views of the self.**SLO #4.** Explore the ethical and moral implications of living an integrated, Christ-centered life of faith through informed judgments, reasoning, and evaluations.**SLO #5.** Describe various manifestations of empathy.**SLO #6.** Utilize a multidisciplinary approach to analyzing the self in a variety of locations such as historical context, philosophical milieu, aesthetic situation, and theological framework.**SLO #7.** Identify and describe strengths and weaknesses of the student's discipline's approaches to analyzing the self in a variety of locations.

Week	Course Level Objectives	Outcome Measures	Aligned Student Learning Outcomes
1	Demonstrate a critical awareness of social location	Discussion Question Exploring our Influences Assignment: Reflection Essay: A Moment of Meaning	#2
	Explore the ethical and moral implications of living an integrated, Christ-centered life of faith through informed judgements	Discussion Question Exploring our Influences	#4
2	Identify "Knowledge" in its classical form	Assignment: Reading Reflection Essay	#3
	Evaluate modes of Justified True Belief	Discussion Question: Global Warming: Real or Imaginary? Assignment: Reading Reflection Essay	#3
3	Practice the construction of an argument	Discussion Question: The Role of Government Assignment: "Here I Stand" Selfie Video Essay	#6
	Practice the evaluation of an argument	Assignment: "Here I Stand" Selfie Video Essay	#7
	Practice epistemic humility	Discussion Question: The Role of Government	#5

4	Identifying errors of perspective	Discussion Question: Who's to Blame? Assignment: Letter to Your Younger Self	#2, #5
	Practice empathy for themselves	Assignment: Letter to Your Younger Self	#3, #5
5	Identify cognitive biases	Assignment: Reflection on Being Challenged	#3, #6
	Explore areas of future changes in knowledge	Discussion Question: Who Influences Our Thinking? Assignment: Reflection on Being Challenged	#3, #4
6	Identify methods of knowledge creation within their major	Discussion Question: Building Knowledge in Your Profession Assignment: Building Knowledge in My Discipline Screencast	#4, #6
	Identify methods of error correction within their major	Assignment: Building Knowledge in My Discipline Screencast	#4, #7
7	Reflect upon the public good of her/his education	Discussion Question: Changing the World Assignment: Spiritual Reflection Paper	#1, #2, #4, #5

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 22, 2019
TO: Dr. Sarah Lee
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for CORE 115 – Cornerstone: Introduction to Critical Thinking

After reviewing and suggesting edits to the course development document for the course, the Library can support the proposed course. Please contact your librarian liaison, Melissa Atkinson (melissa.atkinson@acu.edu), if additional library resources are needed for the course. Thank you very much for the opportunity to view the course development document for the course and for considering our suggestions.