



## Center for Social Concerns CSC Designation Application

To ensure that courses bearing the CSC subject represent the skills, knowledge, and dispositions valued by the Center for Social Concerns, instructors requesting the CSC subject or crosslist must submit the following proposal and materials to the chair of the Center for Social Concerns Curriculum Committee by *the TUSC Design Mode-Plan Phase deadline the semester prior to offering the course*. Please contact Jackie Franco [jfranco2@nd.edu](mailto:jfranco2@nd.edu) for the exact deadline each semester.

A majority of the Curriculum Committee must agree to accept the proposal for final approval. The committee regularly requests revision before acceptance, so the sooner a proposal is submitted, the better. The Curriculum Committee meets only once per month during the academic year.

Please consult the “Guide for Prospective Courses” to see the criteria by which the course will be assessed, and review the Center for Social Concerns Learning Goals to connect your work specifically to the Center’s development aims for students. Proposals are typically weakest in articulating their connection to Catholic Social Teaching (CST). We are happy to support faculty in thinking about how to understand and practice CST better through individual consultations. Please visit our [CST webpage](#) for resources that will help you and/or your students think about this dimension of CSC courses. Start with our primer: [The Welcome Table: An Introduction to CST](#).

### Process for Proposing a CSC Course

After you have 1) reviewed this guide and 2) communicated with Dr. Connie Snyder Mick about your ideas, 3) submit this [Center for Social Concerns CSC Designation Application](#). Make sure your answers address the expectations outlined in the two items below: the [Assessment Rubric](#) addressing academic integrity, Catholic social tradition, community engagement, and funding, and the [Center for Social Concerns Learning Goals](#).

1. Please identify the number of credits and grading type (e.g., S/U, standard)
2. Please identify how often you anticipate teaching this course and whether or not that schedule has been approved by the appropriate departmental administrators (if crosslisting) and funding entities. We would like to know if this is a one-time course or one that repeats.
3. Please describe your risk management concerns and how those have been addressed. Attach any MOUs or contractual documents with stakeholders.
4. Please outline the cost to students.
5. Please outline the payment to instructors (e.g., if part of an instructor’s regular teaching load, simply say that; if additional pay is offered, please indicate source).
6. Please outline any payments to community partners.
7. Please list any questions or concerns you have for the Curriculum Committee.

## Characteristics for CSC Primary (Parent) and Crosslist (Child) Designation Assessment Rubric: A Guide for Prospective Courses

<b>I. Academic Integrity</b>
Learning objectives are clearly stated and are consistent with peer courses
Grading status suits content and is consistent with peer courses
Number of credit hours suits content, consistent with peer courses
Rigor of readings/viewings/listenings suits learning objectives and is consistent with peer courses
Quantity of readings/viewings/listenings suits learning objectives and is consistent with peer courses
Design and expectations for student writings or deliverables suits learning objectives and is consistent with peer courses
<b>II. Catholic Social Tradition</b>
Learning objectives informed by CST
Assignments informed by CST
Readings/viewings/listenings informed by CST
Methodological approach shaped by CST (e.g., preferential option for the poor)
Theological reflection appropriately employed
<b>III. Community Engagement</b>
Engagement designation—EL/CBL/CBR—is consistent with peer courses
Risk management issues have been considered and addressed through appropriate university channels
Engagement designed with active participation of community partners (shows mutuality and reciprocity in process and project design) to promote the common good
Engagement is tightly integrated to support course learning objectives and is brought into classroom discussion and assignments explicitly, inviting authentic reflection and interrogation
Engagement activities are clearly defined in terms of contact hours required, risk management responsibilities for all stakeholders, and rationale for meeting course objectives
Assignments include deliverables that community partners <i>receive</i> (as documents and/or live presentations) and <i>use</i>
Community partners have a clear means of feedback and assessment for students under their supervision; that feedback is considered by instructors in the assessment process
<b>IV. Funding</b>
Cost to students is consistent with peer courses
Payment to instructor(s) is consistent with peer courses
Payment to community partners is consistent with peer courses
Funding has been transferred or pledged to support the course each time it is offered

## Center for Social Concerns Learning Goals

- Use knowledge of Catholic social thought to inform moral decision-making and frame responses to social concerns.
- Advance the integration of faith and justice in the discernment of one's vocation and sense of purpose.
- Address systemic social issues through the integration of critical thinking, creativity and contemplation.
- Express solidarity and respect for people across all dimensions of diversity.
- Demonstrate lasting commitment to work and advocate for the common good, at the local, national and global levels.