# Course Proposal

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| **Name of Person Completing the Form** |  |
| **Email** | @centenary.edu |
| **Department** |  |
| **Approval of Department Chair** |  |
| **Course Title/Module Title** |  |
| **Department and Number** |  |
| **Hours of Credit** |  |
| **Enrollment Limit** |  |
| **Time Audit:** Please provide a brief audit of the amount of time an average student would need to invest in the proposed course per week. This includes an accounting of such activities as:Time in classAmount of time preparing for class (reading, studying)Time in lab/studio/workshopTime meeting one on one with the instructorTime researching, writing, or preparing graded workTime at out-of-class events or activitiesTime spent participating in online discussions |  |

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| **Special Topics and Regular Course Submitted together?** If you are submitting a course as a special topics (395) course, you may also submit it as a regular course to be entered into the catalog at a later date. If so, what course number would you like the regular course to be? |  |
| **Crosslisted As:** Crosslisted courses are listed under two departments. Each department needs to check course listings in the catalog and online for consistency and accuracy. |  |
| **Community Credit? Yes or No** |  |
| **Culture Credit? Yes or No** |  |
| **If appropriate, location of instruction, inclusive dates, and days of week/times of day:** If the course is to be held off campus, please supply any additional information students should know such as fees and special requirements. |  |

**Frequency of Offering:**

Every Fall Term  
 Every Spring Term  
 Fall Term of Odd Years  
 Fall Term of Even Years  
 Spring Term of Odd Years  
 Spring Term of Even Years

May Term

August Term  
 Other (Please explain below):

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| **Course Description:**  Enter catalogue-ready copy below. |

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| **Section 1: Foundations Core. Please fill out the following section to submit a course (either a new course or a current course) for Foundations Core Credit.**  **Proposal to Add Course to Foundation Core**  Before making your selection, please be sure to read the criteria for foundations core courses.   * The humanities requirement has students critically analyze and evaluate human artistic and cultural accomplishments. * The symbolic reasoning requirement demands students develop a facility in and appreciation of symbolic reasoning. * The natural sciences requirement has students explore the nature of the material universe. * The social sciences requirement demands students examine human behavior through the systematic collection and analysis of data.   **Category** (please select only one)  Humanities  Symbolic Reasoning  Natural Sciences  Social Sciences |

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| **Justify why you have placed this course in this category using the criteria above.** |

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| **Section 2: Challenge Core. Please fill out the following section to submit a course (either a new course or a current course) for Challenge Core Credit.**  **Challenge Core Proposal** To submit your Challenge core course proposal to the Academic Policy Council, please complete the form below.  Courses that engage students in 21st century challenges will meet the description of one or more of the following challenges identified by the Centenary faculty:  **Expand Our Circle**  In the twenty-first century we are increasingly aware that people do not always share our values or experiences. At the same time, we are becoming more aware of our interdependent relationships to non-human life and the environment. Our challenge, then, is to expand our circle to promote respectful engagement with a broader world. Through thoughtful exploration of racial, ethnic, cultural and religious differences, sex and gender diversity, and our roles as a species within a complex ecosystem, our students will help create the common ground necessary to build mutually beneficial relationships.  **Create a Sustainable World**  We are constantly reminded that human activities can exhaust our resources, both natural and human-made. Our challenge is to develop sustainable lifestyles and appreciate the natural environment in ways that do not compromise the capacity of future generations to satisfy their needs. Centenary students learn how to lead a sustainable life, work to devise solutions to problems that use our resources wisely, and create sustainable, just, and compassionate systems.  **Live a Meaningful Life**  College students emerge from a youthful world, in which they have inherited values and beliefs from their cultures and traditions, into an adult world in which they are challenged to develop their own coherent set of values, ideals, and beliefs. Centenary students address this challenge by approaching the world with an open mind. Through interaction with each other, faculty, staff and the broader community, students explore the roots of their values and beliefs, question assumptions, and learn to articulate their own credo while still respecting the values and beliefs of others. Centenary students learn how their search for meaning can build upon the work of those who have searched before, while at the same time they engage themselves and others in the creation and application of new values and ideals.  Challenge courses may be taught in a variety of ways ranging from rather traditional formats to experimental pedagogies.  **Challenge Focus (please select only one)**  Expand Our Circle  Create a Sustainable World  Live a Meaningful Life |
| **Please explain how the course meets the description of the challenge selected above:** |

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| **Challenge Assessment**  Courses that engage students in 21st century challenges may at some point in the future use the following Core Learning Outcomes (Definitions of Learning Outcomes are quoted from the LEAP rubrics) for course assessment.  Inquiry and Analysis:  “Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments.”  “Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.”  Critical Thinking:  “Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.”  Creative Thinking:  “Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.”  Ethical Reasoning:  “Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.”  Civic Engagement:  “Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes."  Integrative Learning:  “Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.”  Problem solving:  “Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.” |
| **Please explain how assessment of some or all of the learning outcomes above will be assessed in the course proposed for challenge credit.** |

Paste your syllabus on the next page (vertical page orientation). The form ***should*** keep your formatting. If it does not, click the “paste” icon in the bottom left corner of the material you pasted and switch to “keep source formatting” option.