

DATE: \_\_\_\_\_

## *New Departmental, Divisional and/or General Education Curriculum Course Proposal*

**Please check ALL that apply.**

- |   |  |
|---|--|
| <input type="radio"/> Departmental/Divisional Course      | <input type="radio"/> Mathematics            |
| <input type="radio"/> General Education Curriculum Course | <input type="radio"/> Written English        |
| <input type="radio"/> Perspectives                        | <input type="radio"/> Science and Technology |
| <input type="radio"/> Cultural Formations                 | <input type="radio"/> Information Technology |
| <input type="radio"/> Human Diversity                     | <input type="radio"/> Wellness               |
| <input type="radio"/> Science                             | <input type="radio"/> ESL                    |

*Please read the entire form before preparing your proposal. Cover each of the following points. If you are proposing a course for the General Education Curriculum, please indicate in detail how it conforms to the definition of the course category for which it is to be considered. If a tentative course plan is already available, please include it with this proposal.*

### **I. DESCRIPTION OF THE COURSE**

1. Number and title of the course (be sure that the number is one which has not been used in the department or division for another course for at least one regular semester).  
Catalog Number.  
  
Full title for course.  
  
Abbreviated title for course (30 spaces or fewer).
2. Catalogue description (30 words or fewer).  
  
Prerequisites.
3. Name(s) of instructor(s).
4. Date the course will first be offered. How frequently will it be offered?
5. Course objectives.
6. Topical outline of the course.  
(For all proposals, please link topics with reading assignments; for CF proposals, please indicate which disciplines are represented by the topics.)
7. Titles and descriptions of principal readings or other materials.  
(For all proposals, please link readings with the topical outline; for CF proposals, please indicate which disciplines are represented by the readings.)
8. Teaching methods.

9. Methods of evaluation (tests, papers, etc.). Please be specific regarding the length of papers, and whether students will be allowed to re-write their papers.
10. Will there be a lab or off campus experience with this course? Describe the nature of the laboratory or field experience.
11. Are specific or expanded support services needed for this course (e.g., media services, equipment, additional library holdings, facilities, etc.)?
12. Is this a replacement for another course?

## **II. NEED FOR THE COURSE**

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1. If this is a departmental or division course proposal, include the function of this course in your total curriculum.

If this is a GEC course proposal for a course in the Perspectives, Cultural Formation, Human Diversity, Science and Technology, or Information Technology category, how does your proposal meet the guidelines for its category? FOR CF PROPOSALS, please indicate the disciplines represented by the topics and readings, and describe how the course grapples with the approaches of at least two disciplines relevant to the topic. Overall, please be as detailed as possible, referring to the attached descriptions. If a syllabus of the course is already available, please include it.

2. Expected enrollment.
3. What steps have you taken to determine whether the course overlaps with those in other departments, divisions and schools, and to insure coordination between instructors involved?

## **III. STATEMENT BY CHAIRMAN**

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I recommend this course and certify that it has been approved by our department or division.

APPROVED: \_\_\_\_\_

DATE: \_\_\_\_\_

Department or Division Chair

### **NOTE:**

*If the content of the course changes, this course must be resubmitted to the appropriate council.*

# GENERAL EDUCATION CURRICULUM NEW COURSE PROPOSAL CRITERIA

## CULTURAL FORMATIONS COURSE CRITERIA

### Goals of the Cultural Formation course

Disciplinary studies provide the foundation for ways of knowing about the world's complex structures. There are also ways of knowing that exist outside the boundaries of single disciplines. The most familiar instances come from the joining of disciplines in the natural sciences: for example, biochemistry, biophysics and astrophysics. **Cultural Formations** courses will present students with the opportunity to study interdisciplinary approaches to knowledge within the humanities and the social sciences, [and the natural sciences, when related to either of the other two areas of knowledge]. **Beginning in the sophomore year, students must take two courses from the offerings in Cultural Formations.**

Cultural Formations goes beyond disciplinary training to develop the student's awareness of the complex formations of values, traditions and institutions that constitute cultures, and to examine the paradoxes such formations pose. These courses may be either historical or thematic. Historical examples could include such topics as the role of early modern science in the development of a nation-state system or the role of myth and ritual in ancient societies. Thematic examples could include such topics as the separation of law and morality in western culture or the development of law and custom regulating sexuality and gender in a variety of world cultures. Such courses, considered generally, have three major purposes: 1) to introduce students to broad maps of human culture that they will need to assess as heirs to a long past and a global present: 2) to reveal the inter-relatedness of problems of knowledge amid shifting intellectual boundaries: and 3) to mark points of reference along those boundaries and so begin to form an intellectual community that can embrace the varied schools and disciplines on our campus.

### Criteria of the Cultural Formation course

These courses must be interdisciplinary. They should explore how the approaches and materials of more than one discipline can be brought to bear on the study of complex social, cultural and institutional formations. Teaching in teams is strongly encouraged to realize these interdisciplinary goals. Courses must be broad in scope - whether historically over an expanse of time, or more immediately in the contemporary world. Courses may include an emphasis on global awareness, interculturalism, and ethnic diversities as well as the engagement of problems of ethics and value in the study of knowledge. The courses *must* be critical in approach, writing-intensive, and focused on primary sources. An area of the curriculum that values new and unusual combinations of study, these courses are intended to encourage faculty innovation and creativity.

## SCIENCE AND TECHNOLOGY COURSE CRITERIA

The **Science/Technology** requirement, all of whose courses must include a laboratory component, exists in order to expose students to the process of discovery in science and/or the application of those discoveries in technology. In the classroom component of the course, students study science/technology from books, lecture and discussion. In the laboratory they are expected to share and participate in the experience of being a scientist/engineer. They are to be participants in the discovery/application, hypothesis/design building and hypothesis/design testing of the sort a scientist/engineer must engage in as constitutive of their fundamental role. The extent to which students must learn specific skills in this process is to be *in the service* of that experience and not the *end* in itself.

In general, the laboratory component should:

1. Introduce the process and cycle of experimentation/design;
2. Introduce techniques of problem solving by demonstrating how scientific technological problems are addressed;
3. Provide demonstrations of how the concepts and generalizations of the corresponding field are applied in specific situations;
4. Demonstrate the role of hypothesis/design testing;
5. Demonstrate the path between scientific discovery and practical application;
6. Investigate and articulate facts or inventions which are particularly important in the corresponding field and relive important historical discoveries as well as significant historical confirmations/refutations and inventions;
7. Introduce normal laboratory procedures associated with research and/or development in the corresponding field;
8. Introduce some of the important and preferred forms of instrumentation/procedures in the field;
9. Demonstrate how to handle the gap between theoretical predications and actual experimentation/design.

**Science/Technology** courses must include at least three hours of lecture and one hour of lab each week.

## **PERSPECTIVES COURSE CRITERIA**

### **Goals of the Perspectives course**

It is important that students gain an overview of the variety of disciplines and methodologies by means of which our western tradition creates and organizes knowledge. This has a two-fold purpose: first, to help students understand the contingent, evolving nature of knowledge and its divisions; second, to provide students with a general framework in which to situate their major field(s) of study. [**Perspectives** requirements focus on the humanities and social sciences and are complementary to the **Science and Technology** requirement.]

### **Criteria of the Perspectives course**

Courses *must* be introductory in nature and either fundamental to, or otherwise characteristic of, these disciplines. Moreover, they *must* meet the same pedagogical standards typically required of courses in the respective departments and schools. Finally, they *must* be critical in their approach, and, where appropriate, writing-intensive, and [introduce students to] primary sources. They must also be interactive, [a requirement that may be fulfilled in a variety of ways].

<b>Perspectives Course components:</b>	<b>Credit Hours</b>
1. Arts	3
2. Literature	3
3. Religious and Philosophical Thought	3
4. History	3
5. Politics and Economics	3
6. Behavioral Sciences (Anthropological/Sociological/Psychological)	<u>3</u>
	15

### **Descriptions:**

1. **Arts:** This category introduces students to the practice or study of the various arts of expression, performance and communication and their traditions.
2. **Literature:** This category introduces students to the roles, functions and traditions of the literary imagination within a variety of national traditions.
3. **Religious and Philosophical Thought:** This category introduces students to the practices of thought, reflection, criticism and speculation in matters of belief, value and knowledge.
4. **History:** This category introduces students to the study of events and processes within time by stressing a contextual analysis of the voices and artifacts of the past through primary and secondary sources. This category also offers credible accounts and explanations of the actions and intentions of the people of the past.
5. **Politics and Economics:** This category introduces students to the application of scientific methods to the study of institutional practices of transaction, organization and rule.
6. **Behavioral Sciences (Anthropological/Sociological/Psychological):** This category introduces students to the scientific study of records of human cultural organization and to the scientific study of human personality.

**Students must take one course each from five of these six categories.**

## **HUMAN DIVERSITY COURSE CRITERIA**

### **Goals of the Human Diversity course**

This course should strengthen a student's awareness and understanding of issues relating to non-Western cultures or of race, ethnicity, or gender.

### **Criteria of the Human Diversity course**

The 3-hour co-curricular requirement in **Human Diversity** may be satisfied by any course within the University's undergraduate curriculum, including courses in **Perspectives** and in **Cultural Formations**, so long as that course is designated as a Human Diversity course. Such courses must be focused on non-western cultures or on issues of race, ethnicity and gender.

## **INFORMATION TECHNOLOGY COURSE CRITERIA**

1. The course should familiarize students with the design and operation of personal computers and networked systems, focusing on the interaction of basic system hardware, input and output devices, storage technologies, communications devices, and their interaction with the system hardware, the system software, and the applications software.
2. The course must introduce students to applications such as word processors, spreadsheets, presentation managers, and e-mail managers. The course should also allow optional topics—such as programming or use of databases—where appropriate to the school offering the course.
3. The course should deal with the impact of technologies on cultures and individuals.
  - a. Ethics Statement for the **Information Technology** course:
    - i. Students increasingly need to understand the full range of electronic transgressions that fall under the rubric of “plagiarism,” both in the academic as well as in the commercial environment.
    - ii. Students have an ethical responsibility for what they write and how they distribute it; in other words, students need to have a clear sense of what “electronic excuses” are and are not ethically acceptable.
    - iii. Students need to have a good sense of when and how to ask permission to use others’ intellectual property.
    - iv. Over time we would like to see a fuller development of a moral reasoning component of the course with aims beyond the simple clarifications of ethical expectations. Examples for consideration in such a context include software piracy, copyright, hacking, and the reliability of posted information.
  - b. The cultural impact of this technology on the student’s future could be conveyed by readings ranging from books written by industry leaders such as Bill Gates, to fiction by authors such as William Gibson.
  - c. This topic should not be the major focus of the course, yet it should involve more than a short lecture.
4. This requirement should be met in the first year of matriculation at SMU:
  - a. The course should be available to first-year students.
  - b. The course should have no prerequisites.
  - c. Course grading should be consistent with the standards applied in Dedman I.
5. Students must demonstrate proficiency in the presence of the instructor; and the instructor’s evaluation of proficiency must be a factor in the course grade. A regularly-scheduled hands-on laboratory experience is recommended.
6. The course should have a departmental or school emphasis so that any department or school offering an **Information Technology** course in Fall 2000 or later, include in their course plan subjects and assignments which reflect the disciplinary interests of that department or school.