

Common Curriculum Breadth Proposal Philosophical, Religious, and Ethical Inquiry

To propose a course for a Common Curriculum Breadth component, complete this form, attach relevant documents, and submit to the [online proposal system](#).

A **complete syllabus in pdf format** (including detailed descriptions of assigned readings, assignments, and a weekly schedule) should be included in the submission, along with an **assessment assignment** used to assess student learning. Assignment details should include a prompt for essays or essay questions, or a block of questions for objective exams.

Courses requesting Breadth components must be broad and introductory, and must be at the 1000, 2000, 3000 level. Courses at the 3000 level may not have pre-requisites (other than Foundation requirements).

Course Prefix and Number: _____ Course Title: _____

Proposal Date: _____ Proposed by: _____

Department Chair Authorization: *By signing this form, the Chair of the Department offering the course certifies that the course has been approved by the department and the college or school, and that the course is offered regularly.*

Name of Dept. Chair: _____

Signature of Dept. Chair: _____

Mission of General Education:

The essence of Southern Methodist University's educational philosophy is that intellectual and professional excellence rises from the solid foundation of a liberal arts education. Most importantly, general education should provide an intellectual foundation consisting of the broad outlines of human knowledge, providing a context for discipline specific study, and a framework for a future of lifelong learning. In light of these considerations, an ideal general education course is one which builds a broad, context-rich framework in its content area. To the extent possible, it should transcend departmental boundaries, connecting to ideas in related fields, and relevant social and ethical questions.

Common Curriculum Goals:

- The Common Curriculum will prepare students to be informed, ethical, and engaged citizens.
- The Common Curriculum will prepare students to think critically across domains.
- The Common Curriculum will prepare students to communicate clearly in writing and speaking.
- The Common Curriculum will provide students with the scientific, mathematical, and technological competence to navigate a changing world.
- The Common Curriculum will prepare students to understand, work, and live with people from different races, nationalities, religions, backgrounds, and experiences.

Please provide an explanation of how the proposed course supports this mission and these goals.

Student Learning Outcome: Students will demonstrate an understanding of philosophical, religious, or ethical concepts, traditions, or practices and their corresponding methods of inquiry.

Please describe how the proposed course meets the Student Learning Outcome.

Supporting Skill #1: Students will demonstrate an understanding of significant concepts, methods, or theories from a particular philosophical, religious, or ethical domain.

Please describe how the proposed course showcases the supporting skill above.

Supporting Skill #2: Students will analyze, or apply to a given problem domain, the appropriate concept, method, theory, or argument from philosophy, religious studies, or ethics.

Please describe how the proposed course showcases the supporting skill above.

Supporting Skill #3: Students will evaluate significant concepts, methods, theories, or arguments within philosophy, religious studies, or ethics.

Please describe how the proposed course showcases the supporting skill above.

Course Content Criteria #1: Courses in this category familiarize students with concepts, methods, theories, and/or arguments within philosophy, religious studies, or ethics.

Please provide an explanation of how the proposed course satisfies the course content criteria above.

Course Content Criteria #2: Courses in this category challenge students to engage and analyze these concepts, methods, theories, or arguments.

Please provide an explanation of how the proposed course satisfies the course content criteria above.

Course Content Criteria #3: Courses in this category use primary and/or secondary sources from the domains of philosophy, religious studies, and/or ethics.

Please provide an explanation of how the proposed course satisfies the course content criteria above.

Course Content Criteria #4: Courses in this category have philosophy, religious studies, and/or ethics as a central focus.

Please provide an explanation of how the proposed course satisfies the course content criteria above.

Course Content Criteria #5: Courses in this category may not be used to satisfy the Civics and Individual Ethics proficiency.

Please provide an explanation of how the proposed course satisfies the course content criteria above.

Course Content Criteria #6: Courses in this category include an assessment assignment that requires students to demonstrate each of the skills in the [Philosophical, Religious, and Ethical Inquiry Assessment Rubric](#). This assessment assignment should be one of the following: an objective exam, an essay question on an exam, an essay, or a research paper.

Please provide an explanation of how the proposed course satisfies the course content criteria above.

I certify that all information provided is accurate and that the proposed course was vetted and approved by all relevant departmental and college/school committees. If my course is approved, I hereby agree to abide by all requirements for the Common Curriculum, including using Canvas to assess the course, and providing an updated syllabus each semester to the SMU syllabus library. I further agree to notify the Office of General Education if any substantive changes are made to the course. I agree to participate in the course portfolio process for this course every three years.

Name: _____ **Date:** _____

Proposer Signature: _____