

**LOYOLA MARYMOUNT UNIVERSITY
CORE CURRICULUM
IMPLEMENTATION PLAN**

Submitted to LMU Faculty Senate

August 19, 2011

TABLE OF CONTENTS

Introduction: Overview and Context.....page 2

1. Process for Developing Core Requirements Criteria.....page 8

2. Course Approval Process.....page 12

3. Faculty Support and Course Development.....page 16

Course Proposal Sample Application.....page 18

Introduction

Enclosed please find the Core Curriculum Implementation Plan prepared by the Core Summer Steering Group. The Core Summer Steering Group was charged by the office of the CAO to develop a draft of this work plan for Senate review and approval of the process for developing Core requirements criteria, the Core course approval process, and the membership of the Implementation Task Force. The Core Summer Steering Group gathered during the summer months to use the approved Core document as our guide in proposing ways to move from Core approval to implementation. Our charge is fulfilled with the submission of this document, and once it is approved, the Summer Steering Group will cease to exist. The work detailed in this plan will then be taken up by the Implementation Task Force.

The Implementation Task Force – called for by the Senate in Spring 2011 – will have the charge of overseeing and facilitating the implementation of the Core. The timeline is projected to be two years to do the many tasks associated with this change; among the many tasks: (1) Get a full set of courses developed and approved for fulfillment of the requirements of the newly approved Core; (2) Construct a coordinated plan for advisement of continuing students, newly admitted students, and transfer students; (3) Make the necessary changes that will allow us to coordinate all records for Banner, Prowl and The University Bulletin; (4) Coordinate with all constituencies that will contribute to the Core. The proposed membership of the Implementation Task Force, which includes all faculty members of the UCCC as well as other membership, is named at the end of this introduction.

Desired Goals for the Implementation Process

This work plan for implementation is built on the following goals for the implementation phase:

Inclusiveness

In light of the faculty vote to approve the new Core (April 2011), we propose this plan in order to (1) encourage participation by as broad and diverse a faculty group as possible in the implementation of the Core; (2) use the Core implementation as an opportunity to inspire each other and work together as we put our educational vision into practice; (3) seize this moment at LMU's centennial mark to make a concerted effort to deepen our commitment to academic excellence. We understand the faculty approval of a new Core to be an important expression of that commitment, and we look forward to wide participation in the effort to implement it.

Efficiency

Carried by the faculty's considerable enthusiasm for the new Core and the administration's support of the effort to implement it, we propose herein a two-year timeline for implementation. We consider this a reasonable time horizon to both harness faculty enthusiasm and to proceed with care and thoughtful planning for implementation in fall 2013.

Clarity and Consistency of Procedures

We have sought to build a plan based on the approved Core document and to establish procedures from the start that help to design and implement the Core courses and Core auxiliary experiences in ways that serve and sustain the intention of the Core document. To that end we recommend the composition of the Implementation Task Force called for by the Senate to commence work immediately upon approval of the Implementation Plan.

Curricular Aspects of Core Implementation

This document contains fuller treatment of the three curricular processes that are involved in Core implementation. The three processes are briefly summarized below and are elaborated in greater detail later in the document.

(1) Developing Criteria for Core Curriculum Requirements

In order for courses to be developed that meet the new Core Curriculum requirements, clear defining criteria must be articulated that can be used to determine whether a course meets a given requirement. During the Fall semester of 2011, 11 working groups will be constituted, covering the various components of the new Core Curriculum. The charge of the groups will be to develop criteria for courses in the new Core, based on the philosophy, goals, learning outcomes, and descriptions that appear in the Core Curriculum proposal that was approved by a faculty vote. In general, working groups for each category will be comprised of faculty from within the topic or category and faculty representatives from significantly different perspectives. However, the faculty member outside the discipline or area should have a demonstrated understanding of and interest in the topic. The criteria drafted by the working groups will be subject to the approval of the UCCC.

(2) Course Approval Process

All [teaching] faculty is eligible, with Department Chair approval, to submit a proposal to teach a course in the Core. The charge of the Course Approval Subcommittees, overseen by the faculty members of UCCC, will be to review the course proposals for their adherence to the criteria as noted above. In this process, courses are being proposed and accepted, not individual course syllabi or sections of the course. It is up to the departments to ensure that all offerings of the approved course (i.e., if offered by different instructors) comply with the goals of the Core area being covered by the course. Faculty, department chairs, and deans will collaborate to ensure the creation of an appropriate number of courses that meet student demand for courses in the Core.

(3) Faculty Support for Core Development

With the help of the Center for Teaching Excellence and other existing faculty support structures, faculty will have the opportunity to discuss the course criteria and develop courses that will be approved in this new paradigm for the Core. But faculty can do much more, and

this portion of Core implementation is designed to support faculty to grow as teachers-scholars through cross-disciplinary collaboration. This Core offers the chance to build bridges across disciplines, to institute critical conversations about content areas of research and developing new pedagogies for enhanced learning and academic rigor.

Other Aspects of Core Implementation

This Implementation Plan focuses on the work that must be done by faculty. Two of these processes will have oversight by the UCCC. The third will be coordinated through the Center for Teaching Excellence. But there are many other aspects of implementation that support the new Core. These aspects bear many implications for the work of faculty, staff, and administrators at LMU. Among these aspects are advisement, assessment, coordination with offices of academic deans and the Registrar, implications for new student recruitment, and recruitment of full time faculty to teach in the Core. These aspects remain to be fully addressed by the larger Implementation Task Force.

Provisional Timeline with Key Dates

The Provisional Timeline below offers some of the larger items for both curricular and administrative aspects of Core Implementation for Fall 2013. All dates are subject to revision by the Implementation Task Force.

Fall 2011

- Events celebrating new Core Curriculum
- Appointment of Core Requirement Criteria Working Groups (to specify criteria for a course to be counted in Core)
- CTE leads workshops related to the new Core Curriculum requirements

Spring 2012

- UCCC to approve final Core Requirement Criteria and disseminate to the faculty
- First opportunity for faculty to submit course proposals for the new Core
- Faculty submit proposals for Summer Course Development Grants for new Core

Summer 2012

- Intensive course development workshops

Fall 2012

- Final Deadline for Faculty to submit course proposals for the new Core to be included by Fall 2013
- Implementation Task Force completes plan for transfer students
- Implementation Task Force completes plan for continuing students
- Implementation Task Force completes advising plan

Spring 2013

- Training workshops for First Year Seminar instructors
- Final Fall Course schedules submitted to the Registrar
- Students register for courses in the new Core
- Faculty submit proposals for Summer Course Development Grants for new Core
- Implementation Task Force completes assessment plan

Summer 2013

- Intensive course development workshops

Fall 2013

- New Core begins for incoming Freshmen

Implementation Task Force Membership 2011-2013

Proposed Membership:

Co Chairs: Michael Horan and Stella Oh

The Implementation Task Force membership includes the nine faculty members of the UCCC who will be responsible for all curricular aspects of the Core implementation. In addition there will be seven faculty, administrators and staff members who will focus on the administrative aspects and support structures that make implementation run smoothly. These Task Force Members enlist others and facilitate processes associated with the Core start-up. Finally, there are other members of the campus community who will not serve on the task force but their expertise will be solicited by task force members both in formal meetings and in informal collaboration.

UCCC Membership (9) will oversee the working groups and subcommittees that address the following tasks:

(1) Core Requirement Criteria

(2) Course Approval

Charles Erven
Theatre Arts, College of Communication and Fine Arts

Michele Hammers
Communication Studies, College of Communication and Fine Arts

George Hess
Management, College of Business Administration

Steven Mailloux
English, Bellarmine College of Liberal Arts

Michael Manoogian
Civil Engineering, Seaver College of Science and Engineering

Blake Mellor
Mathematics, Seaver College of Science and Engineering

Stella Oh, Chair
Women's Studies, Bellarmine College of Liberal Arts

Susan Scheibler
Film and TV Studies, School of Film and Television

Tracy Tiemeier
Theological Studies, Bellarmine College of Liberal Arts

Additional faculty, administrators and staff members of the Implementation Task Force:

Rae Linda Brown, Vice President, Undergraduate Education

Richard Fox, Liaison to the Senate

Dorothea Herreiner, Director, Center for Teaching Excellence

Michael Horan, Faculty Special Assistant to CAO for Core Implementation

Margaret Kasimatis, Vice President, Academic Planning and Effectiveness

Jeffrey Wilson, Associate Deans Council

Glenn Johnson-Grau, William H. Hannon Library

Student Affairs Representative

Registrar

Summer Steering Group Membership – May to August, 2011

Charge: Draft a Work Plan and Timeline for Core Implementation.

Rae Linda Brown, Vice President for Undergraduate Education

Charles Erven, Professor of Theater Arts

Richard Fox, Associate Professor and Chair of Political Science

Dorothea Herreiner, Associate Professor of Economics; Director, Center for
Teaching Excellence

Michael Horan, Professor of Theological Studies; Faculty Special Assistant to CAO for
Core Implementation

Margaret Kasimatis, Vice President for Academic Planning and Effectiveness

Stella Oh, Associate Professor and Chair of Women’s Studies; Chair, University Core
Curriculum Committee

STRUCTURES AND PROCESSES FOR DEVELOPING CRITERIA FOR CORE CURRICULUM REQUIREMENTS

(Requires Senate Approval)

Introduction

In April 2011, the faculty of LMU voted to adopt a new Core Curriculum. The approved Core proposal articulated the overarching philosophy, goals, and learning outcomes for the new Core, and outlined the curriculum requirements.

In order for courses to be developed that meet the new Core Curriculum requirements, clear defining criteria must be articulated that can be used to determine whether a course meets a given requirement. This document spells out the process by which those criteria will be developed and approved.

Structures: Faculty Working Groups

During the Fall semester of 2011, 11 working groups will be constituted, covering the various components of the new Core Curriculum.

The charge of the groups will be to develop descriptions of requirements and inclusion criteria for courses in the new Core, based on the philosophy, goals, learning outcomes, and descriptions that appear in the Core Curriculum proposal that was approved by a faculty vote.

In general, working groups for each category will be comprised of faculty from within the topic or discipline AND representatives from significantly different perspectives. However, the person outside the discipline should have a demonstrated understanding of and interest in the topic. The working groups may consult with individuals outside of their groups who have expertise relevant to the work of the groups.

Attached is a list of the working group categories and the composition of each. Each working group will contain a member of the UCCC or the Implementation Task Force who will serve as a liaison between the working group and the UCCC/Task Force and ensure consistency in the criteria.

The Core Implementation Task Force (CITF) will select members of the working groups in consultation with the Faculty Senate Executive Committee.”

Process for Developing Criteria for Core Curriculum Requirements

Each working group will be guided by the descriptions of the Core requirements contained in the Core Curriculum proposal, as well as by the overarching philosophy, goals, and learning outcomes of the new Core.

Following the template below, each group will craft a description that clearly spells out the purpose and content of courses that meet the requirement, the defining features of the requirement, and the learning outcomes that requirement is expected to foster.

In keeping with the spirit of the Core Curriculum proposal, the descriptions should not be so narrow as to limit the teaching of courses that satisfy the requirement to faculty in a single discipline. Moreover, it should be emphasized that the charge of the groups is to develop criteria that will be used to approve courses, not to anticipate or identify specific courses that would satisfy the Core.

In keeping with the spirit of the Core Curriculum proposal, descriptions and criteria should address skills, perspectives, and ways of knowing as much as content.

Descriptions and criteria will be submitted to the University Core Curriculum Committee by the end of Fall 2011 for final approval. Upon approval of the criteria by the UCCC, the working groups will disband.

Instructions and Template for the Working Groups

Each group should begin by examining the description of its respective requirement in the Core Curriculum proposal.

Based on that description, the group should articulate a clear set of criteria that proposed courses must meet in order to be included in the Core. The criteria for each requirement should be one (1) page in length, organized according to the template below, and contain:

- I. Description of purpose and content** – This section should be one paragraph that describes the purpose of the requirement and the general type of content that would be included in courses that meet this requirement. Questions that should be addressed in this paragraph are: 1) What is this requirement trying to accomplish? 2) In general, what type of content knowledge should be covered? 3) What skills or perspectives should courses in this category focus on? 4) What general types of activities, experiences, or pedagogies should be included?
- II. Defining Characteristics** – Describe characteristics that courses in this category must have; that is, describe any type of content, activities, or pedagogies that are required in order for a course to count for this requirement. Your description should include an estimate of how much weight should be given to an essential component.
- III. Learning Outcomes** – What should students know, be able to do, and value by the end of any course in this category? Note that individual courses may have additional learning outcomes that are specific to that course. This list should contain only those learning outcomes to be addressed in any course that counts for this requirement.

FACULTY WORKING GROUP: COURSE CRITERIA	COMPOSITION
First Year Experience (First Year Seminar and Rhetorical Arts)	Eight faculty: At least one from each of the undergraduate schools/colleges (with one English faculty and one Comm Studies faculty), plus a representative from the Library and one additional ex officio member.
Theological Inquiry	Three to five faculty: At least two from Theological Studies and at least one from outside of BCLA Humanities who has demonstrated knowledge of and interest in the topic
Philosophical Inquiry	Three to five faculty: At least two from Philosophy and at least one from outside BCLA Humanities who has demonstrated knowledge of and interest in the topic
Studies in American Diversity	Three to five faculty: At least two who teach in the current American Cultures program and at least one who does not but has demonstrated knowledge of and interest in the topic and has taught an interdisciplinary course
Quantitative Reasoning	Three to five faculty: At least two from Math and at least one from outside of the Sciences and Engineering who has demonstrated knowledge of and interest in the topic
Creative Experience	Five faculty: At least two from the creative arts, at least one from the critical arts, and at least one from outside of the Fine and Performing Arts who has demonstrated knowledge of and interest in the topic
Historical Analysis and Perspectives	Three to five faculty: At least two from History and at least one from any discipline outside of BCLA Humanities who has demonstrated knowledge of and interest in the topic
Understanding Human Behavior	Three to five faculty: At least two from the Social Sciences, and at least one from any discipline outside of BCLA Social Sciences who has demonstrated knowledge of and interest in the topic
Nature of Science, Technology, and Mathematics	Three to five faculty: At least two from Science and Engineering and at least one from any disciplines outside of Science and Engineering who has demonstrated knowledge of and interest in the topic

Integrations (This committee will approve courses under all three types of Integrations requirements)	Nine faculty: At least one ethics chair, at least one from philosophy, and at least one from Theological Studies, with representation from at least three of the undergraduate schools/college, plus one ex officio member
Flags	Five faculty – one from each of the undergraduate schools/colleges with demonstrated knowledge of and interest in at least one of the areas – plus a representative from the Library and one additional ex officio member.

COURSE APPROVAL PROCESS FOR NEW CORE CURRICULUM (Requires Senate Approval)

Submitting a Core Course Proposal

Starting in Spring 2012, all [teaching] faculty is eligible, with Department Chair approval, to submit a proposal to teach a course in the Core. In this process courses are being proposed and accepted, not individual course syllabi or section of the course. For instance, if a department wishes to have a course approved for the Core, the department will submit one faculty member's course proposal. Acceptance of the proposal will indicate that that course has been accepted for the Core. It is up to the departments to ensure that all offerings of the approved course (i.e., if offered by different instructors) comply with the goals of the Core area being covered by the course. Ideally, departments in consultation with Deans, will make decisions about what department courses will be proposed for the Core, and how many Core classes will be taught by department faculty. Every five years a Core course will go through a review process to make certain the course continues to comply with these goals.

The process of approval of First-Year Seminar and Rhetorical Arts courses will be different. These courses will have common course numbers, so on an interim basis, approval is needed for every section of these courses that will be taught.

To have a course approved for inclusion in the new Core, faculty will have to propose classes that are consistent with the criteria developed for each category in the Core. More specifically, faculty must submit a completed cover sheet (use attached form; see page 18) and a 1-3 page proposal that approximates a slightly expanded version of the course descriptions that are submitted to colleges for course scheduling. We encourage faculty to also develop and submit a full syllabus based on the syllabus checklist available on the Center for Teaching Excellence web site with their course proposal. However, the 1-3 page proposal is sufficient. The course proposal must address the following six areas:

- 1) Course Description – a 100 – 300 word description of the content of the course.
- 2) Instructional Method – a 50 – 200 word description of the instructional method(s) to be used in the course.
- 3) Listing of Learning Outcomes – a specific listing of course learning outcomes consistent with the Core area description.
- 4) Core Justification – a 50 – 300 word description explaining how the proposed course fulfills the goals of the appropriate Core component.
- 5) Listing of Requirements and Assignments – this section of the proposal must include a tentative listing of types of reading materials, assignments, and/or relevant projects required for the course. Courses seeking flags must include a projected percentage distribution for how much each assignment will count towards the final grade.

6) Assessment Plan – A specific explanation of how course assignments and requirements will be designed to provide evidence of students’ level of achievement of course learning outcomes.

Approval Process for New Core Courses

Because the implementation of the new Core will require the approval of hundreds of new courses, five temporary sub-committees under the University Core Curriculum Committee will be formed during the two-year implementation period to expedite approval of these courses. After this implementation period, approval of new Core courses will revert to the University Core Curriculum Committee. These temporary subcommittees will have a membership of five to nine faculty whose composition is outlined below. The membership of these subcommittees is intended to have the broadest representation of members from across the university. In designing the subcommittees the goal ~~are~~ **is** to have balance in faculty representation from across the University. Each of the approval subcommittees is charged with approving courses for a particular area of the Core *based solely on the course fulfilling the established criteria for that area*. These committees have the ability to accept or reject the course, and can send proposals back for revision or clarification, if necessary.

These subcommittees are composed as follows in the chart that begins on the page 14.

COURSE APPROVAL SUBCOMMITTEES	COMPOSITION
<p><u>First Year Experience Approval Subcommittee.</u> This committee will approve the First Year Seminar and Rhetorical Arts courses taken by first year students.</p>	<p>Nine faculty: The committee will have one member from English who focuses on teaching writing skills and one member from Communication Arts who focuses on teaching speaking skills. The committee will have seven additional members, at least one from each college and school (BCLA, CFA, SCE , CBA, and SFTV).</p>
<p><u>Foundations Approval Subcommittee.</u></p>	<p>Seven faculty: The membership of this committee shall have four members, one each with experience and a teaching interest (broadly defined) in the areas of quantitative reasoning, theological inquiry, philosophical inquiry, and studies in American diversity. Three additional faculty members, one each from CBA, CFA and SFTV (schools and colleges not represented by the aforementioned four), will fill out the committee. This committee will also approve flags for Foundations courses that are seeking flags.</p>
<p><u>Explorations Approval Subcommittee.</u></p>	<p>Five to Seven faculty: This committee will approve the Explorations courses. The committee will have one faculty with experience and a teaching interest (broadly defined) in each of the Exploration categories (creative arts, history, science/engineering/mathematics, and the social sciences). Additional members, one from CBA and one each from any college or school not represented in the above list. This committee will also approve flags for Explorations courses that are seeking flags.</p>
<p><u>Integrations Approval Subcommittee.</u> This committee will approve courses under all three types of Integrations requirements.</p>	<p>Seven faculty: The committee will have two faculty members with experience and a teaching interest (broadly defined) in faith and reason and ethics and justice. Each of the remaining five faculty members will represent one of the undergraduate Schools and Colleges (BCLA, CFA, CSE, CBA and SFTV) and will be drawn from departments not represented by the faculty with experience focusing on faith and reason or ethics and justice. This committee will also approve flags for Integrations courses that are seeking flags.</p>
<p><u>Flagged Courses Approval Subcommittee:</u> This committee will approve courses that are only seeking any of the five flags but are otherwise not Core courses.</p>	<p>Five faculty: The committee will have representation from each of the five undergraduate colleges and schools. The experience and teaching interests of the faculty selected should encourage coverage of each of the flag designations: writing, oral skills, information literacy, quantitative reasoning and engaged learning.</p>

The CITF will select members of these subcommittees in consultation with the Faculty Senate Executive Committee

Timeline

The Course approval process for the initial implementation of the Core will begin in Spring, 2012, and extend through Fall, 2013. The following are dates by which course proposals can be submitted to the University Core Curriculum Committee.

Course proposal deadlines:

Spring, 2012*: March 19 and April 20 (with notification to applicants about the status of the course proposal by May 15, 2012)

Fall, 2012*: September 19 and October 17 (with notification to applicants about the status of the course proposal by December 1, 2012)

*These dates are tentative and may be revised by the Implementation Task Force. Integrations course proposals will be accepted during the time-line noted above, but will have extended time for completion as a full schedule of proposed Integrations courses will not be needed until the end of Fall semester, 2013.

See Sample Core Curriculum Course Proposal Application on page 18.

FACULTY SUPPORT AND COURSE DEVELOPMENT

The new Core provides not only a new and improved program for students but also an opportunity for faculty to renew our commitment to teaching, to explore new avenues in teaching, and to jointly develop new courses. The new Core holds the potential to rekindle full-time faculty interest and participation in the Core, to develop cross-disciplinary, as well as intra-disciplinary collaboration in teaching, and to promote a learning community among faculty from different colleges and schools within LMU. The new Core also enables departments to introduce the students to their disciplines from new angles while promoting an integrated understanding of an LMU education.

For the “new Core” to be truly new, we need to acknowledge and meet the challenges of moving beyond a general education approach to an integrated and developmental one. Different kinds of courses, the First-Year Seminar, Rhetorical Arts, and Integrations ask for new skills and approaches to classes, requiring us to rethink our teaching, and challenging us to make connections in ways that we have not done in the former paradigm for the Core. Such rethinking is also necessary and important for courses in the “Explorations” section of the Core. These Explorations courses move from being surveys or introductions to fostering understanding of the ways that knowledge is appreciated and pursued from various perspectives.

A successful implementation of the Core relies on careful planning and design of all classes. The Core requires a large number of classes to be developed or significantly revised and implemented at the same time; for example, approximately 66 sections of the First Year Seminar and 66 sections of Rhetorical Arts courses will be needed. Additionally, numerous Explorations class sections and Integrations courses will be developed. All courses need to satisfy common criteria and many will include interdisciplinary aspects. A large number of faculty need to be involved in the process of generating a cohesive Core that is more than a collection of individual courses. Only with intense collaboration among faculty will the new Core be ready to be implemented in the projected two-year period. Such collaboration will be based in discussions about our teaching, exchanges about experiences and ideas, as well as learning new teaching tools.

A Framework for Faculty Support for Core Course Development

Course development workshops will provide the necessary framework and incentives to engage faculty in the process and will lay the foundation for future Core courses to be developed. These opportunities for faculty enrichment serve not only the individual faculty member but the scholarly community at large. The professional support workshops seek to build bridges between schools and colleges, institute critical and sustained discussion of student needs and emerging pedagogies, and foster community among the colleges and schools. Central to the course development program is the collaborative nature of all aspects of the Core.

Starting in the Fall of 2011, the program during the academic year will support the faculty working groups as they develop the requirements for the Core courses that define the framework for course proposals. The program during the academic year will also assist faculty as they

prepare course proposals; it will provide the necessary information, support, and forum for faculty to develop and design courses. By the Spring 2012 deadline, a large number of course proposals will have to be submitted; in particular, Explorations courses will have to be ready for submission. While the program will provide opportunities to engage in all aspects of the new Core, particular attention will be paid to the courses that are new to LMU, such as the First Year Seminar and Rhetorical Arts, as well as the Integrations courses.

The events during both academic years will:

- provide information about the Core and the ongoing development of the Core,
- support the development of course criteria,
- discuss relevant pedagogical theories and empirical evidence,
- introduce examples and experiences from other institutions,
- showcase standards and best practices,
- provide a forum to share experiences, teaching philosophies and class material, and
- connect LMU faculty and facilitate the exchange of ideas.

In addition to the events during the academic year, a program of intensive course development workshops, supported by grants, will be offered during the summers of 2012 and 2013. These workshops will be designed to assist with the development of new courses or substantial course transformations, and will provide ample opportunity for collaboration and peer-to-peer learning. In recognition of the substantial summer work involved, participation in this workshop program will be supported by grants. In order to receive a grant, faculty are expected to participate in workshops, share representative course material through the form of presentation or other means, and commit to teaching the course at least twice within a reasonable cycle.

The Core course development program is being planned by the Center for Teaching Excellence (CTE) in collaboration with other academic and support units at LMU. Grants will be administered by the CTE and the application selection will be conducted by the Committee on Excellence in Teaching (CET). The course development process will be accompanied by the development of two other aspects of Core implementation: Assessment and academic advising.

SAMPLE: Core Curriculum Course Proposal Application

Instructions: To submit a Core course proposal complete this cover sheet and attach the course description. In composing the course description please follow the guidelines provided in the Core Implementation Plan. All course proposals must be submitted to the University Core Curriculum Committee at ucce@lmu.edu.

Name _____	Department _____
Course Title _____	Course Number _____

Designated Core Category - Please check the Core category that the proposed course seeks to fulfill. Only full-time faculty members may propose First Year Seminars. If your proposal only seeks to incorporate a flag then leave this section blank.

Foundations:	Explorations:	Integrations:
First Year Seminar (FYS 100) <input type="checkbox"/>	Creative Experience <input type="checkbox"/>	Faith and Reason <input type="checkbox"/>
Rhetorical Arts (RHA 100) <input type="checkbox"/>	Historical Analysis and Perspectives <input type="checkbox"/>	Ethics and Justice <input type="checkbox"/>
Quantitative Reasoning <input type="checkbox"/>	Nature of Science, Technology, and Mathematics <input type="checkbox"/>	Interdisciplinary Connections <input type="checkbox"/>
Philosophical Inquiry <input type="checkbox"/>	Understanding Human Behavior <input type="checkbox"/>	
Theological Inquiry <input type="checkbox"/>		
Studies in American Diversity <input type="checkbox"/>		

Designated Flags for Proposed Course - Please check the flag or flags that the proposed course is applying for. A course can have a maximum of two flags. FYS 100 and RHA 100 are not eligible for flags. Flags can only be applied to courses at the 200 level or above.

Flags:		
Writing <input type="checkbox"/>	Information Literacy <input type="checkbox"/>	Quantitative Reasoning <input type="checkbox"/>
Oral Skills <input type="checkbox"/>	Engaged Learning <input type="checkbox"/>	

Proposal Authorizations – Prior to submitting a course for approval, a course application must be authorized by the faculty members' department chair and dean.

Authorizations:	
_____ Department Chair/Program Director Signature Date _____	_____ Dean Signature Date _____