

**This form should be used to add a new course or update an existing course.  
This information will be used to update the course catalog.**

Name of person completing form: Peter Taylor		Date: 2/12/2012	College File # (to be added after Dean's approval):	
<b>SECTION A – COURSE INFORMATION</b>				
Please complete the following:				
<input type="checkbox"/> Course Addition	<input type="checkbox"/> Distribution	*Course Credits 3		
<input checked="" type="checkbox"/> Course Change	<input type="checkbox"/> Diversity / Int'l Mgmt	If changing, previous credits:		
<input type="checkbox"/> Reactivate Course**	<input type="checkbox"/> Seminar (FYS / IS)	CCDE Non-Credit Course? <input type="checkbox"/>		
	<input type="checkbox"/> Quantitative Reasoning			
CCDE Program:		CCDE CEUs/PDPs:	#CEUs	#PDPs
*Department	Philosophy & Curriculum & Instruction	*Variable Course Credit:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
*Course Number:	Phil 501 & CrCrTh603	*Minimum Credits:		
If changing, previous number:		*Term in which this will take effect:	Fall 2010	*Maximum Credits:
*Short Course Title: (Max 30 characters)	Philosophical Thought			
*Long Course Title: (Max 100 characters)	Foundations of Philosophical Thought			
If changing, previous title:	NA			
Course Description:	By discussing four or five traditional substantive problems in philosophy-morality, the nature of knowledge, freedom of the will, the nature of mind, and social organization-we attempt to derive a common approach that philosophers bring to these problems when developing their own solutions or criticizing the solutions of other philosophers. We also consider some of the ways that substantive issues and debates in philosophy relate to contemporary non-philosophical issues in our society and can be introduced into a broad range of educational environments outside standard philosophy courses.			
If changing, previous description:	NA			
Requisites (Please List All):	If changes are being requested to co/prerequisites, please explain:			
<input type="checkbox"/> Pre <input type="checkbox"/> Co	Course Number	AND	<input type="checkbox"/> Pre <input type="checkbox"/> Co	Course Number
<input type="checkbox"/> Pre <input type="checkbox"/> Co	_____	AND	<input type="checkbox"/> Pre <input type="checkbox"/> Co	_____ AND
<input type="checkbox"/> Pre <input type="checkbox"/> Co	_____	OR	<input type="checkbox"/> Pre <input type="checkbox"/> Co	_____



**Course Addition/Course Change Form**

Form Legend  
Asterisks indicate PeopleSoft Required Fields

Rationale for the Proposal:	For 30 years Phil 501 has been taught by Arthur Millman and other members of the Philosophy Department as a required foundation course for the Critical and Creative Thinking Program. In this proposal, we are only requesting that this course be cross-listed as a Critical & Creative Thinking course (adding the cross-listing CrCrTh603 to the existing course) for three reasons. First, the course is suitable for graduate students in education who take many CrCrTh courses, but they do not see it when they review the WISER listings for CrCrTh. Second, it will not be overlooked as a CrCrTh course when administrators review enrollments. Third, every other required CrCrTh course has a CrCrTh number.
Other Information:	

\*\* "Reactivate Course" is intended to be used for courses that already exist but have been inactivated because they were not scheduled for five years or more. Departments wishing to reactivate such existing courses should send this form (including any minor changes in course description or title) and an updated syllabus to the Dean of their College. If the course is changing substantially, it should be submitted as a Course Change instead, following the normal governance process.



**Course Addition/Course Change Form**

Form Legend  
Asterisks indicate PeopleSoft Required Fields

**Course Offering Details (Please complete all of the following):**

\*Course College (Academic Group): Graduate College of Education  
 \*Course Department/Program (Subject) Critical & Creative Thinking Program  
 \*Academic Career  UGRD  GRAD  NON-CREDIT  
 Is Course Cross Listed?  Yes  No

**If Course is Cross Listed, Complete the following:**

\*Course College (Academic Group): College of Liberal Arts Please note: cross listed courses should carry the same number in each cross listing department if at all possible.  
 \*Course Department (Subject) Phil  
 \*Course Number (Catalog Number) 501  
 \*Cross Listed Career  UGRD  GRAD  NON-CREDIT

If course is cross-listed in more than two departments, please list additional departments and course numbers here:

**SECTION B – COURSE REQUIREMENTS**

**Course Requirements (Undergraduate Courses):**

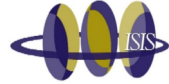
\*Does this course fulfill a General Education Requirement?  Yes  No **Note! If this is a NEW course, a separate request must be submitted for entry into Diversity, Quantitative Reasoning, or Distribution II categories.**  
 If Yes, please indicate the specific General Education Requirement. None  
 If this course is at the 100 or 200 level, choose a Distribution I area. None  
 If this course is being submitted for Distribution II, choose an area. None  
 If this course is being submitted for Diversity, choose an area. None  
 \*Is this course a College of Management International Mgmt course?  Yes  No  
 \*Does this course fulfill a Major Requirement?  Yes  No  
 If Yes, in what Major?

**Course Requirements (Graduate Courses):**

Is this course a  Requirement?  Elective?  
 Is this course for a  Doctoral program?  Master's program?  Graduate Certificate?  CAGS?  
 What student population will be served by this course?  
 % Undergrad 0      % Master's 100      % Certificate      % Doctoral

**Other Course Information (Undergraduate and Graduate Courses):**

Is this course intended to be offered on-line?  Yes  No **If yes, please consider the relevant Supplementary Information (see addendum)**  
 Has this course been offered as a Special Topics course?  Yes  No **If yes, when?**



**SECTION C – OTHER COURSE INFORMATION**

Course Components (Please Check all that Apply):	Hours/Week?	Indicate the grading status of each component:				Default Grading Basis (Please Check ONE ONLY):
Component	Primary?	Graded?	Yes	No	Grading Basis	
<input type="checkbox"/> Lecture	<input type="checkbox"/> Yes <input type="checkbox"/> No	Graded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Graded	
<input type="checkbox"/> Laboratory	<input type="checkbox"/> Yes <input type="checkbox"/> No	Graded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Pass/Fail Only	
<input type="checkbox"/> Discussion	<input type="checkbox"/> Yes <input type="checkbox"/> No	Graded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Non Graded	
<input type="checkbox"/> Indep Study	<input type="checkbox"/> Yes <input type="checkbox"/> No	Graded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Audit	
<input type="checkbox"/> Field Studies	<input type="checkbox"/> Yes <input type="checkbox"/> No	Graded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Multi-Term ("Y")	
<input type="checkbox"/> Grad Research	<input type="checkbox"/> Yes <input type="checkbox"/> No	Graded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sat/UnSat	
<input type="checkbox"/> Clinical	<input type="checkbox"/> Yes <input type="checkbox"/> No	Graded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Competency	
<input type="checkbox"/> Practicum	<input type="checkbox"/> Yes <input type="checkbox"/> No	Graded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Credit/No Credit	
<input checked="" type="checkbox"/> Seminar	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Graded?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Student Option	
<input type="checkbox"/> Special Topics	<input type="checkbox"/> Yes <input type="checkbox"/> No	Graded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other _____	
<input type="checkbox"/> Studio	<input type="checkbox"/> Yes <input type="checkbox"/> No	Graded?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		

**Course Repeat Details**

Is Course Repeatable for Credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Please Note: If a course is repeatable for credit, it cannot have Distribution I or Distribution II status.
Is a student allowed to enroll multiple times in a single term?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total Units Allowed (If Course can be Repeated for Credit)	_____	
Total Completions Allowed (If Course can be Repeated for Credit)	_____	

For Registrar's Use Only	Course ID:	Course Entered By:
--------------------------	------------	--------------------



SECTION D - SIGNATURES			
Department: Phil/CrCrTh	Number: 501/603	Course Title: Foundations of Philosophical Thought	
Approval Signature GPD	<i>Peter Taylor</i> <i>Critical &amp; Creative Thinking</i>	Printed Name Approval Date	Peter Taylor 2/12/2012
Approval Signature Department Chair	<i>Arthur B. Millman</i> PHILOSOPHY	Printed Name Approval Date	Arthur Millman 2/14/2012
Approval Signature Collegiate Committee	_____	Printed Name Approval Date	_____
Approval Signature Collegiate Committee	_____	Printed Name Approval Date	_____
Approval Signature College Senate Chair	_____	Printed Name Approval Date	_____
Approval Signature College Dean	<i>Felicia Wilczenski</i> CEHD	Printed Name Approval Date	Felicia L. Wilczenski 2-22-12
Approval Signature <del>PECC (if relevant)</del> College Dean	<i>Emily A. McDermott</i> CLA	Printed Name Approval Date	Emily A. McDermott 3/12/12
Approval Signature FC Subcommittee	_____	Printed Name Approval Date	_____
Approval Signature FC Committee	_____	Printed Name Approval Date	_____
Approval Signature Dir. Undergrad Education	_____	Printed Name Approval Date	_____
Approval Signature Graduate Dean	_____	Printed Name Approval Date	Zong-Guo Xia _____
Approval Signature Chair, Faculty Council	_____	Printed Name Approval Date	_____
Approval Signature	_____	Printed Name	_____



**Course Addition/Course Change Form**

**Form Legend**  
Asterisks indicate PeopleSoft Required Fields

Provost \_\_\_\_\_

Approval Date \_\_\_\_\_

**SECTION E – SUPPLEMENTARY INFORMATION (DO NOT COPY WHEN SUBMITTING HARD COPY)**

**Signatures Required (Please note: if more than one department or college is involved, be sure to get all relevant signatures)**

<b>New or Amended UNDERGRADUATE course</b>	Department Chair, Chair of Collegiate Committee, Chair of Collegiate Senate (required for CLA/CSM)/Faculty Assembly (if needed for CM), College Dean, Provost
<b>New or Amended GRADUATE course</b>	GPD, Department Chair, Chair of Collegiate Committee (if needed), PECC (if needed), College Dean, FC Grad Studies Committee Chair, Graduate Dean, FC Chair, Provost
<b>First-Year or Intermediate Seminar, Quantitative Reasoning</b>	Department Chair, Chair of Collegiate Committee, Chair of Collegiate Senate, College Dean, FC Subcommittee Chair, FC GenEd Committee Chair, Dir Undergrad Education, FC Chair, Provost
<b>Distribution II Status</b>	Department Chair, FC Subcommittee Chair, FC GenEd Committee Chair, Dir Undergrad Education, FC Chair, Provost
<b>Diversity Status</b>	Department Chair, Diversity Chair, AAC Chair, Chair of Collegiate Senate, College Dean, Provost

**Supplementary Information Required**

<p><b>1 If this is a NEW course, please attach:</b></p>	<p>a. A description of the reasons behind the proposal (how will the new course fit into the curriculum? What are the goals of the new course?)</p> <p>b. An indication of how the course serves students (its relationship to graduate, preprofessional or vocational objectives, and how it relates to other existing courses).</p> <p>c. A detailed syllabus, including principal topics covered in the course, an evaluation statement indicating ways in which you will evaluate students' progress, and a brief bibliography. Please also include on the syllabus the following: a statement about accommodations for students with disabilities, and a statement regarding academic dishonesty and misconduct. (Sample statements are available upon request from the CLA/CSM Academic Affairs Committee.)</p>
<p><b>2 If this is an AMENDED course, please attach:</b></p>	<p>a. A description of the reasons behind the proposal.</p> <p>b. An indication of how the course serves students (its relationship to graduate, preprofessional or vocational objectives, and how it relates to other existing courses).</p>
<p><b>3 If this is an ONLINE course, please consider:<sup>1</sup></b></p>	<p>Recommended additional elements in syllabi for online course proposals:</p> <p>Instructor office hours: provide multiple options for students to contact instructor, e.g., face-to-face, telephone, e-mail, etc. Instructor bio recommended.</p> <p>Course description and course policies: include role of technology in the course, how the course is delivered, and whether this has the same pedagogical effect.</p> <p>Course objectives: include technology objectives if any.</p> <p>Prerequisites and required hardware, software, connectivity: include technology skill prerequisites. Include software, plug-ins, hardware, connection and browser requirements.</p> <p>Grading policies and academic dishonesty: indicate grading strategies that will prevent student cheating. Communicate university policies for dealing with academic dishonesty.</p> <p>Group participation policies: Include clear expectations for group work and mechanisms and resources for monitoring.</p>



<p>_____</p> <p><sup>1</sup> Adapted from Moore, G.; Winograd, K.; Lange, D. (2003). <i>You Can Teach Online: Building a Creative Learning Environment</i>. New York: McGraw Hill Custom Publishing. Unit 2, Lesson 9.17.</p>	<p>General syllabus and course calendar: include major topics, reading assignments, due dates, and exams. Organize by week.</p> <p>Attendance, participation, and absenteeism: include expectations for student participation. Define absenteeism and establish expectations for student compliance.</p> <p>Exams: include procedures for exams in a controlled environment in accordance with university policies.</p> <p>E-mail procedures: establish expectations for the manner in which students are to identify themselves in e-mail messages.</p> <p>Campus presence: indicate when students must attend classes, labs, exams, advising sessions, and other events on campus or at other locations.</p>
---	--

**The following apply to UNDERGRADUATE courses only:**

<p><b>4 If this course is being submitted as a First-Year or Intermediate SEMINAR, please attach:</b></p>	<ol style="list-style-type: none"> <li>a. If the course is a FYS that will be counted towards the major/minor, please explain the rationale for granting major/minor credit.</li> <li>b. Will the department/program also offer a non-GenEd version of this course? If so, please indicate the title and course number. Be sure also to indicate clearly on course syllabi and other informational materials which course duplicates this seminar and may not be taken in addition to it.</li> <li>c. General seminar information: please include a paragraph near the beginning of the syllabus that tells students what the goals of the seminar are. Eligibility for entrance into an FYS or IS must be included in the syllabus. For First year Seminars, mention that there will be a mentor and an advisor attached to the course. Please emphasize that the FYS is 4 credits and incorporate the 4<sup>th</sup> hour into your class plans as a regular part of the course, not an add-on labeled the "fourth hour". See sample seminar boilerplates available from the chair of the Seminars Assessment Committee related to all of this information.</li> <li>d. Questionnaire or statement indicating how and where you plan to address the GenEd Capabilities and assess student progress. You may use the Questionnaire distributed by the Seminars Assessment Committee <u>or</u> write a narrative using the guidelines for capabilities provided below. Intermediate Seminars must address at least three capabilities—Careful Reading, Clear Writing, and Critical Thinking. First Year Seminars must address those three plus Information Technology, Oral Presentation, Teamwork, and Academic Self Assessment.</li> <li>e. Sample assignments, indicating which capabilities they are designed to address. Among sample assignments, the Seminars Assessment Committee especially needs to see any assignments related to 5-page WPE-type papers.</li> <li>f. In designing your course and preparing your proposal, you should refer to the following documents: "The General Education Capabilities Statements" (1997-98; Blue Document) and the "Guidelines for Level of Attention to Capabilities in First Year and Sophomore/Junior Seminars" (August 2002, Green Document). A description of the Mentor component is also available from the First Year Seminar Coordinator for those designing First Year Seminars.</li> </ol>
---	---



**5 If this course is being submitted for DISTRIBUTION II status, please attach (each as a separate section):**

1. Provide a rationale for inclusion in the proposed distribution area. How does the content of the course fit the definition and criteria of the proposed distribution area? (See the "Distribution Area Descriptions and Criteria for Course Content", the Tan Document.)
2. Indicate whether students will have the opportunity to write a paper suitable for the Writing Proficiency Requirement Portfolio (an analytical paper of at least five pages dealing with two or more texts). If this is the case, please also include that information in your course description and syllabus.
3. Indicate which of the GenEd Capabilities will be covered in your course (at least two must be incorporated as an integral part of the course): Verbal Reasoning (Critical Thinking), Quantitative Reasoning, Critical Reading and Analysis, Effective Communication (Writing and/or Speaking), Use of Technology to Further Learning, Collaborative Work. Provide details on how the capabilities will be incorporated into the course.
4. Discuss the pedagogical methods, assignments, or class activities that will be used to ensure coverage of the area criteria and foster the attainment of the GenEd capabilities specified above. Also, please indicate how you will assess student progress and performance in meeting the goals of the course.
5. Syllabus: please include a paragraph near the beginning of the syllabus that tells students what the goals of the course are and which distribution area and capabilities the course covers. (We recommend including some form of the Area Definition as a "boilerplate" introduction to the distribution area.)
6. Provide a set of sample assignments, indicating which GenEd capabilities they are designed to address.

**6 If this course is being submitted for QUANTITATIVE REASONING status, please attach:**

- List the mathematical topics that this course will cover (required topics include: descriptive statistics, linear models, exponential models or probability, and the use of technology as in graphing calculators or computers). If your course deviates from this list, please explain the reason(s) for the deviation(s) and how your coverage will help the student achieve the educational principles listed below.
- Educational principles: Explain how this course imbeds the following basic principles of general education courses.
- Engage in critical reading and analysis
  - Speak, listen, and write effectively.
  - Reason logically and quantitatively.
  - Use technology to further learning.
  - Work independently and collaboratively.
- In particular, explain how this course will provide students with the opportunity to develop and demonstrate the capacity to:
- Recognize and pose real world problems involving the use and/or collection of data.
  - Understand and critique quantitative arguments about real world problems.
  - Formulate and communicate quantitative arguments and frameworks for decision-making.
  - Use and make connections among the four standard modes of quantitative representations: oral/written, numerical, visual, and symbolic.
  - Generalize and apply QR strategies to topics outside the course.
  - Write quantitative arguments clearly and concisely.
- On a separate sheet, explain how student capabilities will be assessed in this course.
- Furnish a course bibliography.

**7 If this course is being submitted for DIVERSITY status, please attach:**

- Indicate which of the elements of diversity will be covered in your course (at least two must be incorporated as an integral part of the course): Race, Gender, Class, Culture, Sexual Orientation, Age, and Disability.
- Provide a summary of how the course handles diversity as a central theme.





Are there any particular pedagogical strategies that you use that explain how you handle diversity in your course? If so, please discuss any relevant teaching techniques, lecturing strategies, writing assignments, group work, films, etc.

General Notes: Diversity courses may be offered in all areas and at all levels of the curriculum, and may use a variety of disciplinary and theoretical approaches. Courses can have either a US or more inclusive international focus (including courses that compare the US to other nations or world regions).

If a proposed course is multi-sectioned, the department must agree to designate all sections as diversity courses, or else to separate diversity sections into a new course. Any course must have already achieved full governance approval as a regular academic offering before it can be considered for designation as a diversity course.

**END OF FORM**