**Center Pair Exploration Course Guidelines**

Created by CPE Working Group, Spring 2017

**What is vision for CPE courses?**

Each CPE course will take shape around a specific problem space, which will evolve and develop throughout the semester in response to student curiosity. With a provided foundation of disciplinary methodologies and frameworks, student projects will begin in the first weeks of the course. For the rest of semester, the classroom will serve as a platform for collaborative inquiry into the complexities of topics, including how to skillfully identify a problem, how to meaningfully ask questions about a problem, and how to learn, across disciplines, what one needs to know in order to engage the problem in sophisticated ways.

**How do CPE courses count toward student degrees?**

CPE courses will be 200 level courses taken by students between their second and sixth semesters of college. Students are limited to one CPE per semester and must take a total of three CPE courses outside the Center Pair to which their major belongs. As per the Catalog, CPE courses will include a “course code” designating which Center Pair they represent:

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| **Center Course Code** | **Paired Centers** |
| CPEA | Center of Art and Media/Center for Dance, Music, and Theatre |
| CPEB | Center of Education, Business, and Professional Studies/Center for People, Politics, and Markets |
| CPEC | Center of Geographies of Justice and Cultures/Center of Humanities *note: CPE courses developed by the Center for Hispanic and Latinx Studies or the Center for Modern Languages and Cultures will count here as well* |
| CPED | Center of Natural Science/Center of Psychology |

CPE courses may count as Race, Power and Perspective (RPP) courses, Data Analytics (DA) courses, Writing Enriched Curriculum (WEC) courses, Community Based Learning (CBL), or Environmental Sustainability (ES) courses, as long as the instructor successfully pursues that designation appropriately through the Curriculum Committee or other designated body.

**What do faculty building CPE courses need to know and include?**

CPE courses will facilitate student exploration as well as the development of skills to help understand and address modern topics/problems. In this process, we ask that faculty guide students to:

1. Understand and use approaches and methods from disciplines outside of their major to explore a contemporary topic/problem
2. Reflect on their role in the topic/problem and develop a critical self-awareness of one’s relationship to the matter
3. Learn how others may have distinct relationships with the problem and understand that others have their own process to go through in determining their place with the topic/problem
4. Formulate meaningful questions about the topic/problem
5. Work with others in the direction of a solution/imagining paths forward
6. Create a piece of work that will go into their ePortfolio, particularly addressing the campus-wide outcome “**Collaborate** with others, including those not like themselves, to bring to bear multiple disciplinary perspectives employing various modes of communication.” The piece of work can be a traditional display of learning (paper, poster, presentation), but other demonstrations of learning are also encouraged (videos, performances, creative pieces, apps, websites, etc.).

CPE courses and faculty will be expected to embrace particular pedagogies that are shown to increase student engagement and success. CPE courses should:

1. Be project and/or problem-based[[1]](#endnote-1)[[2]](#endnote-2)[[3]](#endnote-3)
2. Be interdisciplinary in terms of methods/lenses students will be exposed to as well as content[[4]](#endnote-4)[[5]](#endnote-5)[[6]](#endnote-6)
3. Facilitate student agency in learning[[7]](#endnote-7)[[8]](#endnote-8)
4. Include scaffolded assignments that have a clearly articulated purpose, set of instructions and criteria for evaluation[[9]](#endnote-9)[[10]](#endnote-10)[[11]](#endnote-11)[[12]](#endnote-12)
5. Build a sense of community among the class[[13]](#endnote-13)[[14]](#endnote-14)[[15]](#endnote-15)[[16]](#endnote-16)
6. Include collaboration[[17]](#endnote-17)[[18]](#endnote-18)[[19]](#endnote-19)[[20]](#endnote-20)

**How are CPE courses developed?**

Courses may be taught as individuals or as teams. Those that elect to team-teach a course must each be directly responsible for their own classroom/cohort of students (a team of 2 could team-teach two sections of students or team teach a single section of ~40 students, a team of 3 could team-teach three sections of students). This is necessary for the financial viability of these courses.

Courses will be developed in teams. All CPE courses, regardless of whether they will be taught by an individual or a team, must be constructed with significant input from a faculty member outside of the teaching faculty’s discipline. This advisory faculty member may simply consult on the course and never teach it, could teach an additional section of the course simultaneous to their fellow course developer, or could teach the course alternate semesters/years to their fellow course developer.

Applications to develop CPE courses will be submitted to the Center for the Advancement of Scholarship and Teaching (CAST). The CAST director will send applications and recommendations to the Curriculum Committee for approval.

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