## Proposal to Add a Course to the UCA Core

Attach to Curriculum Form U1 if the proposed course is new. Attach to Curriculum Form U2-A if the proposed course is an existing course.

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| Department/program area: |  | Date |  |

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| Course prefix and number: |  | Course title: |  |

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| If the course is lower-division, select the appropriate category of the Lower-Division UCA Core (check one): | | | | | | |
|  | Quantitative (Must assess Critical Inquiry Goal C.) | | | | | |
|  | **Natural Science** (Must assess Critical Inquiry Goal B.) | Is the course life science or physical science? | |  | | |
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|  | Inquiry and Analysis (Must assess Critical Inquiry Goal A.) | | Is the course an American History or Government course? | |  |  |
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|  | **Writing Foundations** (Must assess Effective Communication Goal B.) | | | | | |
|  | **Research and Writing** (Must assess Effective Communication Goal B.) | | | | | |
|  | **Oral Communication** (Must assess Effective Communication Goal A.) | | | | | |
|  | **Diversity in Creative Works** (Must assess Diversity Goal C.) | | | | | |
|  | **Diversity in World Cultures** (Must assess Diversity Goal A or B.) | | | | | |
|  | **Responsible Living** (Must assess Responsible Living Goal A or B.) | | | | | |

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| If the course is lower-division, is the course in the Fine Arts (FA), Humanities (HUM), or Social Sciences (SS)? | | | | |  |  |
| Is the course also being proposed as a **First Year Seminar (FYS)**? |  | | If YES, attach Curriculum Attachment B. | | | |
| Note: Lower-Division UCA Core courses in Writing Foundation, Research and Writing, or Oral Communication cannot be FYS courses. | | | | | | |
| If the course is upper-division, is it being proposed as a **Capstone (Z)**? | |  | | If YES, select Effective Communication Goal B, choose either Effective Communication Goal A or Goal C, and choose one Critical Inquiry Goal. | | |
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| Which UCA Core Goal(s) will the course assess? (Must select at least one) | |
| Note: Upper-division courses may cover up to two of the UCA Core areas (Critical Inquiry, Diversity, Effective Communication, and Responsible Living). | |
| Critical Inquiry (I) – the ability to analyze new problems and situations to formulate informed opinions and conclusions | |
| (Note: Capstone courses must choose one Critical Inquiry Goal) | |
|  | Goal A: Demonstrate a knowledge base to ask more informed questions and learn more complex concepts |
|  | Goal B: Apply scientific processes to solve problems/answer questions |
|  | Goal C: Apply quantitative and computational processes to solve problems |
| Diversity (D) – the ability to analyze familiar cultural assumptions in the context of the world’s diverse values, traditions, and belief system as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts. | |
|  | Goal A: Analyze one’s own cultural values and assumptions. |
|  | Goal B: Analyze or compare diverse values, traditions, belief systems, and/or perspectives. |
|  | Goal C: Analyze creative works within diverse contexts. |
| **Effective Communication (C)** – the ability to develop and present ideas logically and effectively to enhance communication and collaboration with diverse individuals and groups | |
| **(Note: Capstone courses must select Goal B, and choose either Goal A or Goal C.)** | |
|  | Goal A: Use appropriate conventions and strategies in oral communication for various audiences and purposes |
|  | Goal B: Use appropriate conventions and strategies in written communication for various audiences and purposes |
|  | Goal C: Individually apply appropriate verbal and nonverbal strategies to promote collaboration purposes |
| Responsible Living (R) – the ability to address real-world problems and find ethical solutions for individuals and society. | |
|  | Goal A: Apply ethical principles to solve problems. |
|  | Goal B: Make appropriate recommendations based on discipline specific knowledge to address an issue or scenario and evaluate the effect that decisions have on the well-being of self, others, society and/or environment(s). |

**LEARNING EXPERIENCES:** For each UCA Core Goal selected, describe the learning experiences in the course that will meet the expected student learning outcomes for the Goal. The student learning outcomes can be found on the UCA Core Rubric for that Goal posted on the UCA Core website at <http://uca.edu/core/assessment/>. Attach a sample of the method (e.g., an assignment) that will be used in the proposed course to assess the learning outcomes for that goal.

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