

Review of the Lower Division (LD) Core Report (2022)

(A presentation of the findings of the UCA Core Council as pertains to the alignment of all courses in the LD Core with UCA Core learning outcomes.)

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Prefatory

A full review, or audit, of all courses in the lower division (LD) UCA Core was undertaken in order to assure curricular coherence among courses within the LD Core. That is, every course in the LD Core was reviewed in order to assure it aligned well to the learning outcomes of the Core competency under which it was placed. All courses under a shared goal of a specific competency should align to the same learning outcomes thereby providing students with similar learning experiences regardless of course prefix. This review was undertaken in order to assure the integrity of the UCA Core program, specifically the LD Core, as a coherent and rigorous academic program defined by clear goals, well-articulated learning outcomes, and an intentionally designed curriculum.

Summary

- 1) The majority of courses were well-aligned when initially reviewed.
 - a. Under Responsible Living **17 of 24** courses were initially determined to be well-aligned.
 - b. Under Diversity, **22 of 32** courses were initially determined to be well-aligned.
 - c. Under Effective Communication, **7 of 8** courses were initially determined to be well-aligned.
 - d. Under Critical Inquiry, **50 of 51** courses were initially determined to be well-aligned.
- 2) Constructive working relationships with chairs and departments were developed and enriched, leading to productive dialogues regarding the development of the LD Core curriculum. It is clear from our engagements with departments that faculty want to provide our students an education consistent with the goals of the UCA Core.
- 3) At the conclusion of the 4-year, LD Core review: All courses¹, regardless of prefix, are well-aligned to the UCA Core outcomes for the goal of the competency under which they are placed. Thus, all LD Core courses offer students rigorous engagements with the learning outcomes under the competency area in which they are placed.
- 4) With the LD Core fully reviewed, the moratorium on additions to the LD Core is removed.

¹ Save two courses under the Diversity competency still undergoing the review process.

I. Background

The UCA core was adopted in 2012, and quickly thereafter needed to develop a lower division Core in order to be implemented in AY 2013-14. The Lower Division Core (LD Core) was to replace the previous General Education course requirements. (See Appendix A)

The UCA Core is a comprehensive academic program of study designed to develop and reinforce students' knowledge and skills of critical inquiry and effective communication, as well as the knowledge and skills necessary for living responsible, ethical lives in a diverse and changing world. The overarching goal of the program is to facilitate the development of thoughtful, knowledgeable, articulate, and ethical citizens. The UCA Core is a cohesive course of study that builds core competencies around four knowledge and skill areas:

Critical Inquiry – The ability to analyze new problems and situations to formulate informed opinions and conclusions.

Effective Communication – The ability to develop and present ideas logically and effectively in order to enhance communication and collaboration with diverse individuals and groups.

Responsible Living – The ability to address real-world problems and find ethical solutions for individuals and society.

Diversity – The ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief systems as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

Each competency area is composed of multiple goals. Each goal is articulated via multiple student learning outcomes. The LD Core was designed around these competencies while remaining consistent with the Arkansas state minimum core.

The initial design of the LD Core took courses from the extant general education program and, through an expedited review process, re-aligned them under the newly adopted structure. (See Appendix B) In order to transition from the previous general education program to the new UCA Core all courses were reviewed through this process. New courses were also proposed to be added to the UCA Core. The review was conducted by the general education counsel. Initially, in order for a course to be placed under a competency it had to designate which learning outcomes it would address, and the counsel would then adjudge the merit of the course. (Goals were redefined shortly after the initial, expedited review, which led to some misalignment between courses and the competency area under which they were first designated.) The expedited process allowed for a quick transition from the previous general education program to the new UCA Core. However, given the expedited nature of the review process, the vague definitions of the newly developed learning outcomes, as well as political pressure, the LD Core failed to achieve curricular coherence.

In addition, ACT 747 (Appendix C, Section 4) put pressure on UCA to revise its general education policy in order to assure that all, or most, of UCA's programs were within the 120 credit hours for degree programs required by the policy. Previously, courses in the general education program could not count toward students' major requirements. With the state requirement that degree programs limit

themselves to 120 credit hours, many majors had to find ways to streamline requirements. Where accreditors were inflexible, UCA had to give. UCA revised its policy to allow general education courses to count towards major and minor requirements, thus allowing students to meet general education requirements and major requirements simultaneously, making the 120 credit hour requirement feasible. In order to accomplish this, many courses that had not previously counted as general education needed to find a way into the general education curriculum. An outcomes based general education program allowed them to make the case that they could meet the criteria. For example, Nutrition 1300 could make the case that it met the learning outcomes of Responsible Living, allowing Nursing students to meet general education requirements while taking courses required for the major. Many areas made similar moves. Thus, the general education program quickly expanded and began to include many courses from areas not traditionally recognized as part of a general education. This caused a great deal of consternation from the traditional providers of general education on campus – primarily the liberal and fine arts - who predicted their market share of undergraduate students would shrink as new areas moved in to meet demand. Thus, the UCA Core, specifically the LD Core faced, two problems: 1) Were the courses in the LD Core well-aligned to the newly adopted and articulated UCA Core competencies, goals, and outcomes, and 2) Did campus perceive the UCA Core to be an intentional collocation of courses so aligned.

The UCA Core curriculum is guided by the UCA Core Council. The Council is charged to review the UCA Core program and make recommendations to the Council of Deans; to review and recommend to the Council of Deans new and revised UCA Core curricula proposed by the various departments and colleges; and to initiate and recommend policies and procedures relevant to UCA Core requirements. Given that the UCA Core Council oversees the UCA Core curriculum it is incumbent on the UCA Core Council to: 1) articulate a clear vision of the UCA Core as a cohesive program of study; 2) determine and apply rigorous standards for all courses included in the UCA Core curriculum consistent with the goals of the UCA Core; 3) oversee assessment of the program to guarantee that the goals of the UCA Core are being met by the Core curriculum.

In addition, since the Core curriculum is governed by the Core Council, a representative body of all UCA faculty, it is the faculty, through their representatives, that monitor, assess, and revise the general education curriculum at UCA. This is a crucial component to UCA's general education program. Having faculty involved in the development, assessment, and revision of the general education curriculum is crucial to its success. Ultimately, the UCA Core, as a curriculum, is developed and implemented using what might be termed a federalist model.² With strong university standards articulated in the UCA Core handbook, and courses approved into the curriculum via a representative legislative body, it is up to the individual departments to offer these courses in line with university standards, and in this regard they have a great deal of latitude. Yet oversight is crucial.

As the UCA Core Council began to develop and implement³ the assessment plan for the UCA Core³, and as departments continued to propose additions to the LD Core, it became clear that the courses in the LD Core needed to be reviewed in order to assure that they were well-aligned to the learning outcomes

² See "A Federalist Model of General Education Assessment and Improvement" located at: <https://uca.edu/core/assessment/>

³ For a comprehensive history of the development and implementation of the UCA Core in its first four years see: "UCA Core Program Review (First 4-Year Cycle Report, 2016-2020)" located at: [Assessment — Core \(uca.edu\)](#)

of the goal for the competency under which they were placed. In the spring of 2018, at the May 1st meeting of the UCA Core Council,⁴ the Council voted unanimously to place a moratorium on all additions to the LD Core and begin a laborious four year review of all courses in the LD Core.

The review process would mirror the assessment cycle of the UCA Core, beginning with Responsible Living, moving through Diversity and Effective Communication, and ending with Critical Inquiry. Each academic year, the assessment sub-committee of the UCA Core Council would be charged with reviewing all courses in one competency area. The sub-committee was constituted by a representative from each college as well as a student rep. The chair of the sub-committee, Dr. Held, would contact all the programs that offered courses under a competency and request materials from all extant sections of that class. The sub-committee would then review all the materials. The committee used the guidelines for admittance to the LD Core as found in the UCA Core Handbook.⁵ Once the materials were reviewed the committee would make a recommendation to the Core Council, either to accept the course as well-aligned, or to deem it not well-aligned. If a course was determined to be well-aligned the department was notified and no further action was necessary. If the course was deemed not well-aligned, the Core Council would request an assurance argument from the department. An assurance argument would consist of a stated commitment to the Core outcomes under which the course was designated as well as proof that the course was being redesigned to address all of the committee's concerns, for example, redesigning assignments, adding new readings, etc. If a department did not desire to redesign a course, they could opt to remove it from that category of the LD Core. Once the assurance argument was received it was reviewed by the curriculum review sub-committee of the UCA Core Council as if it were a new course being proposed to be added to the LD Core. The curriculum review sub-committee would make a recommendation to the Core Council, the full Council would vote and the matter would be resolved. In this way, every course in the LD Core was reviewed, culminating in an LD Core that has been thoroughly, rigorously vetted. Below are the basic details of each review period.

⁴ UCA Core Council Minutes can be accessed at: <https://uca.edu/core/minutes/>

⁵ The UCA Core Handbook is located under the "Information on Assessment " heading at: [Assessment – Core \(uca.edu\)](https://uca.edu/assessment-core/)

II. Responsible Living

As noted above, the review of all lower division UCA Core courses began out of recognition that there had been inconsistent standards applied over time, so the integrity of the UCA Core could not be assured. Historically, the courses in the LD Core were a result of an expedited review process wherein courses had to designate which two outcomes of a possible three they would address in order to be considered “responsible living.” This was later changed with the adoption of revised rubrics to a process wherein each course had to designate which goal (A or B) it would situate itself under by aligning to all outcomes under that goal. Given the nature of this process, from its rushed nature, to the shifting standards applied, it was dubious as to whether the courses under each area of the LD Core demonstrated a family resemblance, which you’d expect in an intentional curriculum. The review process meant to remedy this situation. The Core Council had adopted clear rubrics, as well as a process of deliberate review. It had also articulated clear standards for accepting courses into the LD Core as outlined in the UCA Core Handbook. A review of all extant courses would thus settle which courses were well-aligned and which were not, thereby assuring integrity of course content in each competency area of the Core and thus assuring consistent educational experiences for all UCA students.

The review of all courses designated as Responsible Living in the LD Core occurred during AY 2018-2019. The assessment sub-committee was charged, in part, to “Oversee/Implement the audit/review process for the Lower Division “Responsible Living” category.” The sub-committee membership consisted of:

Bernard Chen (CNSM)
Sonya Fritz (CLA)
Donna Wake (CoE)
Laura Bowles (CFAC)
Laura Hall (CHBS)
Stephanie Watson (CoB)
Ellen Hostetter (Honors)
Director of Assessment (ex officio)
Jacob Held (Chair)

For the review process, Dr. Held contacted all programs with courses offered under the Responsible Living competency of the LD Core. He requested descriptions of assignments or the assignments themselves, and if possible, scoring guides (e.g., rubrics, checklists, etc.) for all the major assignments in the course, not just the assignment that matches the rubric, as well as a brief statement about how the material in the course related to responsible living (e.g., specific topics and their connection to the responsible living outcomes). Eventually, the committee received all relevant materials for all sections, allowing the committee to do a full review of the area. The committee met regularly to review the materials. All available sections of each course were reviewed and the sub-committee made determinations as to whether courses met the alignment requirements for membership in the LD Core

as outlined in the UCA Core handbook.⁶ After this process, the sub-committee ultimately determined that a course was or was not well-aligned. Its evaluation was sent to the UCA Core Council. If the sub-committee determined a course was well-aligned and the Council affirmed that judgment, the process was ended. Dr. Held would provide a brief report to the department chair and no further action was necessary. If the sub-committee determined that a course was not well-aligned, and the UCA Core Council affirmed that judgment, Dr. Held would contact the department and request an “assurance argument.” The department was provided a detailed report outlining the sub-committee’s determination as well as the details of its evaluation and a point by point indication of what needed to be addressed in order for the course to be well-aligned to Core outcomes. The department was given a timeline according to which it would discharge its duties. Assurance arguments were evaluated by the UCA Core Council curriculum review sub-committee. The sub-committee reviewed the materials according to the standards in the UCA Core Handbook and made a recommendation to the UCA Core Council as to whether or not the assurance was adequate in addressing the concerns noted in the original assessment sub-committee report. Should the curriculum review sub-committee affirm that the assurance argument is adequate and the Core Council affirm that judgment, no further action was necessary. Should, however, the curriculum review sub-committee deem the revised materials to be insufficient and the Core Council affirm this evaluation, or the sub-committee deem the materials sufficient yet the UCA Core Council reject this evaluation, the Core Council’s decision would be guiding. In the event of either of these previous two outcomes, the department would have one semester to revisit the issues and revise the course materials. The same process would then be followed with the decision of the Core Council being final.

The sub-committee used the standards articulated in the UCA Core Handbook to discern if courses were well-aligned to the outcomes of either Goal A or Goal B of the Responsible Living competency. The outcomes for Goal A are:

Ethical Awareness: Awareness of the core beliefs that consciously or unconsciously influence one’s own and others’ ethical conduct and reasoning. Core beliefs can reflect one’s environment, religion, culture, or training. A person may or may not choose to act on their core beliefs.

Ethical Issue Recognition: Recognition of various ethical issues and their interconnections in complex contexts (i.e., the obvious and subtle connections between/among the sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas/issues into the problem; e.g., relationship of production of corn as part of the climate change issue).

Ethical Application: The application of different ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (rights, justice, duty) to analyze the ethical issues of a problem.

⁶ The amount of work done by these sub-committees is not adequately expressed in this document. They painstakingly evaluated every single LD Core course, collecting and evaluating myriad documents for multiple sections of every course. Hours upon hours, year after year, these committees discharged their duty.

The outcomes for Goal B are:

Issue Recognition: Recognition of various issues that affect well-being and their interconnections in complex contexts. The interconnections of issues in complex contexts refers to the obvious and subtle connections between/among the sub-parts or situational conditions of a scenario that bring two or more dilemmas/issues into the problem (e.g., relationship of health screenings to increased health care costs).

Analysis of Knowledge: the ability to extend discipline based knowledge to decision making and/or develop a recommended course of action based on discipline specific knowledge.

Impact of Decisions: The consequences—positive or negative—of decisions on the well-being of self, others, society and/or environment(s).

The standards applied were, briefly: Does 50% of the course content directly align to the Core outcomes for the goal under with the course assesses? (NB: This is calculated by considering course objectives, readings, lecture/discussion, and assignments as indicated by the course syllabus and provided work.) Courses were evaluated under this standard. In time, all courses were resolved. (See Appendix D) The results were as follows.

There were, at the time of evaluation, 24 courses in the LD Core Responsible Living category. All of these courses were reviewed, and all of them were resolved.

Of the 24 courses, 17 were found to be well-aligned to the outcomes of the goal under which that course resided. Seven courses were found lacking. That is, the courses did not align to the outcomes of the goal under which they resided, or to the extent required by the Core handbook. All seven of these courses were required to provide an assurance argument. Six did so, with one providing an alternative to an assurance argument given its method and frequency of delivery. All of the courses that provided assurance arguments were later adjudged to be well-aligned given the revisions provided in the assurance argument. One department decided to remove its course from the LD Core instead of undertaking the revisions necessary to bring it into alignment. After the conclusion of the review, all courses remaining in the LD Core Responsible Living area were deemed well-aligned.

III. Diversity

The review of all courses designated as Diversity in the LD Core occurred during AY 2019-2020. The assessment sub-committee was charged, in part, to “Oversee/Implement the audit/review process for the Lower Division “Diversity” category.” The sub-committee membership consisted of:

Bernard Chen (CNSM)
Zach Smith (CLA)
Donna Wake (CoE)
Laura Bowles (CFAC)
Laura Hall (CHBS)
Stephanie Watson (CoB)
Ellen Hostetter (Honors)
Marley Cash-Powell (Student rep/Alpha Chi)
Director of Assessment (ex officio)
Jacob Held (Chair)

The review process was the same as that outlined above.

The sub-committee used the standards articulated in the UCA Core Handbook to discern if courses were well-aligned to the outcomes of either Goal A, Goal B, or Goal C of the Diversity competency. The outcomes for Goal A are:

Cultural Self-awareness: Knowledge of how experiences have shaped one’s own cultural rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.
Empathy: The ability to imagine one’s self as another, with another’s interests and emotions, and within another’s cultural rules, biases, and perspectives.
Openness: Desire to interact with culturally different others. Interactions with culturally different others should be interpreted broadly, and can include experiences with texts, creative works, or individuals.

The outcomes for Goal B are:

Cultural Worldview Frameworks: The history, values, politics, communication styles, economics, or beliefs and practices by which people construe their experiences and make sense of the world around them.
Curiosity: Willingness to understand and engage with other worldview frameworks.
Application: Ability to engage and learn from different perspectives and experiences; to understand how one’s place in the world both informs and limits one’s knowledge.

The outcomes for Goal C are:

Theory/Criticism/Technique: The set of concepts/principles used to create or evaluate creative works.

Themes and Ideas: The concepts expressed in the creative work that are representative of diverse cultures/perspectives.

Context: The personal, social, cultural, and historical influences on the creative work.

Reflection: The articulation of a personal response to the experience of a creative work.

The standards applied were, briefly: Does 50% of the course content directly align to the Core outcomes for the goal under with the course assesses? (NB: This is calculated by considering course objectives, readings, lecture/discussion, and assignments as indicated by the course syllabus and provided work.) Courses were evaluated under this standard. In time, all courses were resolved. (See Appendix E) The results were as follows.

There were 32 courses reviewed under Diversity in the LD Core. These courses were distributed between the categories Diversity in World Cultures and Diversity in Creative Works. Of the 32 courses reviewed by the assessment subcommittee, ten were found to be misaligned and required assurance arguments. The Core Council affirmed all of these judgments. Of the ten courses requiring assurance arguments, a majority were readily resolved. The Core Council received assurance arguments, the curriculum review sub-committee evaluated them, determined the courses to be well-aligned after the required changes were made, and the Core Council affirmed these judgements. A remaining course required greater conversations to be had between members of the Core Council and members of the department, including the department chair. These were fruitful conversations where the department was able to communicate its commitment to the general education program and the learning outcomes under Diversity in the LD Core, as well as express the needs of its students in terms of a manageable curriculum. After several discussions, an assurance argument was proffered and accepted. This example demonstrates the benefit of constructive conversations between the Council and departments in terms of student needs and student learning. To date, two courses remain unresolved.⁷

⁷ People too readily use the Covid-19 pandemic as an excuse for not discharging their duties, but in these cases it seems clear that given the exigencies of the pandemic, this matter understandably fell off of some peoples' radars and it is taking time to restart these conversations and catch people up to where we had been.

IV. Effective Communication

The review of all courses designated as Effective Communication in the LD Core occurred during AY 2020-2021. The assessment sub-committee was charged, in part, to “Oversee/Implement the audit/review process for the Lower Division “Effective Communication” category.” The sub-committee membership consisted of:

Ling Zhang (CNSM)

Donna Wake (CoE)

Laura Niswonger (CAHSS)

Mike Scoles (CHBS)

Stephanie Watson (CoB)

Ellen Hostetter (Honors)

Jacob Held (Chair)

The review process was the same as that outlined above. In the case of Effective Communication, only Goals A and B were evaluated. There are specific categories of the LD Core for Oral and Written Communication, which made this necessary. For Goal C (Collaboration), although FYS courses do assess under this goal, given that at the time the university was reconfiguring the FYS program and still is at the time of this report, and given the inherent problems with assessing a soft skill like “collaboration,” the Core Council did not review all courses for this goal.

The sub-committee used the standards articulated in the UCA Core Handbook to discern if courses were well-aligned to the outcomes of either Goal A or Goal B of the Effective Communication competency. The outcomes for Goal A (Oral) are:

Central Message: The topic, thesis, or main point of the communication that is consistent with the purpose of the assignment.

Organization: The grouping of material in the communication, including a specific introduction, conclusion, sequenced material within the body, and transitions.

Supporting Material/Evidence: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or other kinds of information or analysis that support the central message.

Context and Audience: The people and situations surrounding the communication, including the cognitive, social, and cultural factors that influence the audience and communicator.

Verbal and Nonverbal Delivery: Posture, gesture, eye contact, vocal expressiveness (loudness, tone, emphasis), and vocal fillers (“um,” “uh,” “like,” “you know,” etc.).

The outcomes for Goal B (Written) are:

Central Message: The topic, thesis, or main point of the communication that is consistent with the purpose of the assignment.

Organization: The grouping of material in the communication, including a specific introduction, conclusion, sequenced material within the body, and transitions.

Supporting Material/Evidence: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or other kinds of information or analysis that support the central message.

Context and Audience: The people and situations surrounding the communication, including the cognitive, social, and cultural factors that influence the audience and communicator.

Control of Syntax and Mechanics: The use of language to communicate meaning, including word choice, sentence and paragraph structure, grammar, punctuation, and spelling.

The standards applied were, briefly: Does 50% of the course content directly align to the Core outcomes for the goal under with the course assesses? (NB: This is calculated by considering course objectives, readings, lecture/discussion, and assignments as indicated by the course syllabus and provided work.) Courses were evaluated under this standard. In time, all courses were resolved. (See Appendix F) The results were as follows.

There were eight courses reviewed in this area. Of the eight courses reviewed only one required an assurance argument. An assurance argument was received, evaluated, and the course was ultimately judged to be well-aligned to the learning outcomes of Goal A.

V. Critical Inquiry

The review of all courses designated as Critical Inquiry in the LD Core occurred during AY 2021-2022. The assessment sub-committee was charged, in part, to “Oversee/Implement the audit/review process for the Lower Division “Critical Inquiry” category. Due to the number of courses to be reviewed, two sub-committees were created to handle the workload. The sub-committee membership consisted of:

Assessment Subcommittee 1

- 1) Ellen Hostetter (Honors)
- 2) Stephanie Watson (Bus)
- 3) Debbie Dailey (Ed)
- 4) Jen Talbot (AHSS)
- 5) Ling Zhang (CNSM)

Assessment Subcommittee 2

- 1) Kathryn Carroll (HBS)
 - 2) Steve Nelson (Bus)
 - 3) Laura Gillis (HBS)
 - 4) Abby Benham (Student – Alpha Chi)
 - 5) Donna Wake (Ed)
- (Dr. Held chaired both sub-committees.)

The review process was the same as that outlined above. The sub-committees used the standards articulated in the UCA Core Handbook to discern if courses were well-aligned to the outcomes of either Goal A, B, or C of the Critical Inquiry competency. The outcomes for Goal A (Inquiry and Analysis) are:

Knowledge: An understanding of the concepts and/or principles in the discipline and how they relate to important questions.

Information: Selecting appropriate and credible information based on knowledge of topic and discipline.

Analysis: Evaluating a position and/or drawing conclusions on significant questions in the discipline.

The outcomes for Goal B (Scientific) are:

Define Problem/Question: A statement or summary that identifies a problem or raises a question that is relevant to the topic or assignment, appropriate to the discipline, and open to empirical inquiry (i.e., objective observation).

Propose Hypotheses: Formulating testable propositions that follow from one particular solution/answer to the problem/question.

Identify Methodology: Selecting the appropriate set of procedures to test the hypotheses.

Evaluate Results: An objective assessment of the hypotheses based on the empirical evidence gathered from the methodology.

The outcomes for Goal C (Quantitative) are:

Information: Identifying and extracting relevant information needed to solve the problem.

Methods: Selecting the appropriate methods to solve the problem.

Communication: Effectively communicating quantitative concepts or evidence consistent with the purpose of the assignment.

The standards applied were, briefly: Does 50% of the course content directly align to the Core outcomes for the goal under with the course assesses? (NB: This is calculated by considering course objectives, readings, lecture/discussion, and assignments as indicated by the course syllabus and provided work.) Courses were evaluated under this standard. In time, all courses were resolved. (See Appendix G) The results were as follows.

There were 51 courses in this area to be reviewed: courses in the Quantitative, Physical Science, Life Science, Social Science, American History and Government, and Fine Arts/Humanities areas of the LD Core. Sub-committees distributed duties to maximize efficiency, grouping courses by goal and evaluating them in blocks. Of the 51 courses evaluated only one course was found to be poorly aligned to the Core outcomes. The recommendation of the sub-committee, later affirmed by the Core Council, was that this course would fit better under the Diversity in the Creative Works category. Conversations are continuing with the department chair and his colleagues to determine the best avenue forward, whether to petition to move the course to Creative Works, or keep it in Fine Arts/Humanities but redesign it and offer an assurance argument showing its alignment to the outcomes of Goal A (Inquiry and Analysis).

VI. Conclusion

Given the rigorous nature of the review process, namely, the diligent and detail focused work of all the committee members over the past four years, there is a great deal of confidence that we have curricular coherence in the LD Core. Courses under the same goal of the same competency exhibit a shared commitment to the learning outcomes under that goal, and students participating in any of said courses will receive a comparable educational experience as pertains to the learning outcomes of the UCA Core. But more important, we've had crucial conversations with departments, chairs and faculty, reiterating and clarifying Core standards, reaffirming commitments to provide a coherent curriculum unified under a set of shared learning outcomes in all related courses. We have had productive discussions and resolutions leading to better designed courses. Now that the LD Core has been reviewed fully, and rigorous guidelines and policies are in place for new additions, the LD Core is deemed well-aligned and need not be audited in the near future.

The UCA Core is designed around four competency areas. Each area is further demarcated in multiple goals, articulating a specific skill or focus of that goal. Each goal is then further articulated into clear learning outcomes, expressed as performatives. Any course in the UCA Core has an obligation to align to the goal of the competency under which it falls, and to demonstrate as much by designing and delivering course content consistent with the learning outcomes under that goal. All UCA Core courses, thereby, provide our students with the educational experience we assure all UCA students will receive as part of the 4-year comprehensive education offered at UCA. As an outcomes based general education program, what determines a course's place in the UCA Core is alignment to UCA Core learning outcomes, not prefix or tradition. After this comprehensive, laborious review of the LD Core, we can assure campus that all courses currently residing in the LD Core are well-aligned to the learning outcomes for the goal of the competency under which they are designated. Never before has such a thorough review been undertaken. The campus community and students of UCA owe the membership of the UCA Core Council, especially the members of the various assessment sub-committees noted above a debt of gratitude. Their commitment to our students and the integrity of the general education program at UCA deserves our thanks. In addition, the willingness with which faculty and chairs responded to requests from the Council and the sub-committees during this period is testament to their commitment to our students.

Appendix A

GENERAL EDUCATION PROGRAM

To graduate from UCA, students must complete a minimum of 120 semester hours, including the general education program, major and possibly minor requirements, any special degree requirements, and 40 upper division (3000-4000) hours.

All students must take the following courses:

Writing

(to be taken on initial enrollment unless requirement already met)

- ___ WRTG 1310 (Introduction to College Writing)
- ___ WRTG 1320 (Academic Writing & Research)*
- OR
- ___ HONC 1310 (Honors Core I)**
- ___ HONC 1320 (Honors Core II)**

Health Studies

- ___ HED/KPED 1320 (Concepts of Lifetime Health & Fitness)

Oral Communication

- ___ SPCH 1300 (Basic Oral Communication)

American History and Government—Choose 1

- ___ HIST 2301 (American Nation I)
- ___ HIST 2302 (American Nation II)
- ___ PSCI 1330 (US Government & Politics)

Behavioral and Social Sciences—Choose 2 (Must be from DIFFERENT disciplines)

- ___ ANTH 1302 (Anthropology)
- ___ ECON 1310 (Modern Political Economy)
- ___ ECON 2310 (Global Environment of Business)
- ___ GEOG 1305 (Principles of Geography)
- ___ GEOG 1300 (Geography of World Regions)
- ___ LING 1310 (Language, Culture, and Society)
- ___ PSCI 1300 (Introduction to Political Science)
- ___ PSCI 1330 (US Government & Politics)
- ___ PSCI 2300 (International Relations)
- ___ PSYC 1300 (General Psychology)
- ___ SOC 1300 (Principles of Sociology)
- ___ HONC 1320 (Honors Core II)**
- ___ HONC 2310 (Honors Core III)**

Fine Arts—Choose 1

- ___ ART 2300 (Art Appreciation)
- ___ FILM 2300 (Film Appreciation)
- ___ MUS 2300 (Music Appreciation)
- ___ THEA 2300 (Theatre Appreciation)
- ___ HONC 2320 (Honors Core IV)**

Humanities—Choose 1

- ___ ENGL 1350 (Introduction to Literature)
- ___ ENGL 1355 (Film and Literature)
- ___ ENGL 2370 (Introduction to Fiction)
- ___ ENGL 2380 (Introduction to Poetry)
- ___ ENGL 2390 (Introduction to Drama)
- ___ FREN 2320 OR GERM 2320 OR SPAN 2320 (Conversation-Composition II)*
- ___ FYFS 1301 (First Year Seminar: Studies in Humanities)
- ___ PHIL 1301 (Philosophy for Living)
- ___ PHIL 2305 (Critical Thinking)
- ___ PHIL 2325 (Contemporary Moral Problems)
- ___ PHIL 2380 (Gender, Race, and Class)
- ___ RELG 1330 (Exploring Religion)
- ___ WLAN 2315 (Cultural Studies)
- ___ WLAN 2325 (Issues of Cultural Identity in Francophone Africa and the Caribbean)

- ___ HONC 1310 (Honors Core I)**
- ___ HONC 2310 (Honors Core III)**

Mathematics—Choose 1

- ___ MATH 1360 (Mathematics in Society)
- ___ MATH 1390 (College Algebra)
- OR, if required by the student's program of study
- ___ MATH 1392 (Plane Trigonometry)*
- ___ MATH1395 (Business Calculus)*
- ___ MATH 1491 (Calculus for the Life Sciences)*
- ___ MATH 1580 (Algebra and Trigonometry)*
- ___ MATH 1591 (Calculus I)*

Natural Sciences—1 Biological, 1 Physical Required

Biological Science—Choose 1

- ___ BIOL 1400 (Biology for General Education)
- OR, if required by the student's program of study
- ___ BIOL 1440 (Principles of Biology I)*

Physical Science—Choose 1

- ___ CHEM 1400 (Chemistry in Society)
- ___ PHYS 1400 (Physical Science for General Education)
- ___ PHYS 1401 (Descriptive Astronomy)
- OR, if required by the student's program of study
- ___ CHEM 1450 (College Chemistry I)*
- ___ CHEM 1402 (Physiological Chemistry I)*
- ___ PHYS 1405 (Applied Physics)*
- ___ PHYS 1410 (College Physics I)*
- ___ PHYS 1441 (University Physics I)*

World Cultural Traditions—3 courses required (no more than 2 courses with the same course prefix)

- ___ AFAM1330 (African & African-American Studies)
- ___ ENGL 2305 (World Literature I)
- ___ ENGL 2306 (World Literature II)
- ___ FYFS 1310 (First Year Seminar: Studies in World Cultural Traditions)
- ___ HIST 1310 (World History I)
- ___ HIST 1320 (World History II)
- ___ PHIL 1330 (World Philosophies)
- ___ RELG 1320 - World Religions
- ___ WLAN/LING 2350 (World Languages)
- ___ HONC 2310 (Honors Core III)**

NOTE:

- If the ACT subject score is below 19 in reading, writing, or algebra, remediation is required.
- Some majors require specific general education courses.
- Courses may be used only once to satisfy the general education requirements.
- A minimum grade of C is required in some general education courses.
- For additional information, consult your academic advisor or the undergraduate bulletin.

* This course has prerequisites: Check the Undergraduate Bulletin for details.

** HONC courses may be taken only with consent of the Honors College.

Revised 6/2012

Appendix B

Lower-Division Core Check Sheet: AY 2013–14

Check sheet updated 2013-11-06

The lower-division core ("general education") requires 38 semester credit hours, as outlined in the check sheet below. The following abbreviations indicate disciplinary categories for certain courses in this list:

FA = Fine Arts
HUM = Humanities
SS = Social Sciences

Transfer students, the State Minimum Core, and the Lower-Division UCA Core: A transfer student who has completed the 35-hour State Minimum Core curriculum before entering UCA will be deemed to have completed the lower-division UCA Core. No additional lower-division UCA Core courses will be required. A transfer student who has not completed the 35-hour State Minimum Core curriculum before entering UCA must work with an academic advisor to ensure timely completion of lower-division UCA Core requirements.

Arkansas Course Transfer System: A notation in [square brackets] following selected courses indicates the corresponding Arkansas Course Transfer System (ACTS) index number. For more information, see the [UBulletin ACTS page](#).

First-Year Seminar: During the first year, one course – from the Critical Inquiry, Diversity, or Responsible Living category – must be a First-Year Seminar (FYS). A student who is required to enroll in remedial course work in writing and/or reading must complete the remedial requirement before enrolling in a First-Year Seminar. See the online class schedule to find FYS sections.

Other First-Year Requirements: Student must take a Quantitative course, a Natural Science course, and the Written Communication course sequence (Writing Foundation + Research and Writing) in their first year unless the requirements were already met or remediation is required.

Fine Arts and Humanities: Students must take at least one course in the Fine Arts and one course in the Humanities in fulfillment of lower-division UCA Core requirements.

Social Science: In addition to the Social Science course taken in the Critical Inquiry category, students must take an additional Social Science course in either the Diversity in World Cultures or the Responsible Living category.

Additional information:

- If an ACT subject score is below 19 in reading, writing, or mathematics, remediation is required.
- Some majors require specific UCA Core courses.
- Courses may be used only once to satisfy the UCA Core requirements.
- A minimum grade of C is required in some UCA Core courses.
- For additional information, consult your academic advisor or the relevant sections of this *Undergraduate Bulletin*.

UCA Lower-Division Core [Checksheet](#) | Page 1

[1.3] Inquiry and Analysis (9 hours)

American History and Government – Choose 1

- __ HIST 2301 American Nation I [HIST2113]
- __ HIST 2302 American Nation II [HIST2123]
- __ PSCI 1330 US Government & Politics [PLSC2003]

Social Science – Choose 1

- __ ECON 2320 Principles of Macroeconomics (SS) [ECON2103]
- __ ECON 2321 Principles of Microeconomics (SS) [ECON2203]
- __ GEOG 1305 Principles of Geography (SS) [GEOG1103]
- __ MGMT 2341 Principles of Management (SS)
- __ PSCI 1300 Introduction to Political Science (SS)
- __ PSCI 1330 US Government & Politics (SS) [PLSC2003]
- __ PSCI 2300 International Relations (SS)
- __ PSYC 1300 General Psychology (SS) [PSYC1103]
- __ SOC 1300 Principles of Sociology (SS) [SOC11013]

Fine Arts/Humanities – Choose 1

- __ ART 2300 Art Appreciation (FA) [ARTA1003]
- __ AFAM 1330 African & African-American Studies (HUM)
- __ ENGL 1350 Introduction to Literature (HUM)
- __ ENGL 1355 Film & Literature (HUM)
- __ FILM 2300 Film Appreciation (FA)
- __ FREN 2320 Intermediate II [FREN2023] or GERM 2320 Intermediate II [GERM2023] or SPAN 2320 Intermediate III or CHIN 2320 Intermediate Chinese II* (HUM)
- __ PHIL 1301 Philosophy for Living (HUM) [PHIL1103]
- __ PHIL 2305 Critical Thinking (HUM) [PHIL1003]
- __ RELG 1330 Exploring Religion (HUM)
- __ THEA 2300 Theatre Appreciation (FA) [DRAM1003]
- __ WLAN/LING 2350 World Languages (HUM)
- __ HONC 1310 Honors Core I** (HUM)

* These courses have prerequisites. Consult the appropriate course page for details: [Chinese](#), [French](#), [German](#), [Spanish](#).

** HONC courses may be taken only with consent of the Honors College.

UCA Lower-Division Core [Checksheet](#) | Page 3

[1] Critical Inquiry (20 hours)

[1.1] Quantitative (3 hours)

- __ MATH 1360 Quantitative Literacy [MATH1003]
- __ MATH 1390 College Algebra [MATH1103]

OR, if required by the student's program of study or with the consent of the advisor and the course instructor

- __ MATH 1392 Plane Trigonometry* [MATH1203]
- __ MATH 1395 Business Calculus*
- __ MATH 1491 Calculus for the Life Sciences*
- __ MATH 1580 Algebra & Trigonometry* [MATH1305]
- __ MATH 1496 Calculus I* [MATH2405]

* These courses have prerequisites. Consult the [Mathematics Courses page](#) for details.

[1.2] Natural Sciences (8 hours)

Physical Science – Choose 1

- __ CHEM 1400 Chemistry in Society [CHEM1004]
- __ PHYS 1400 Physical Science for General Education [PHSC1004]
- __ PHYS 1401 Descriptive Astronomy [PHSC1204]

OR, if required by the student's program of study or with the consent of the advisor and the course instructor

- __ CHEM 1450 College Chemistry I* [CHEM1414]
- __ CHEM 1402 General Chemistry for Health Sciences* [CHEM1214]
- __ PHYS 1405 Applied Physics*
- __ PHYS 1410 College Physics I* [PHYS2014]
- __ PHYS 1441 University Physics I* [PHYS2034]

Life Science – Choose 1

- __ BIOL 1400 Biology for General Education [BIOL1004]

OR, if required by the student's program of study or with the consent of the advisor and the course instructor

- __ BIOL 1440 Principles of Biology I* [BIOL1014]

* These courses have prerequisites. Consult the [Biology Courses page](#), [Chemistry Courses page](#), or [Physics Courses page](#) for details.

UCA Lower-Division Core [Checksheet](#) | Page 2

[2] Communication (9 hours)

[2.1] Writing Foundation (3 hours)

Writing Foundation must be taken upon initial enrollment unless the student has already met the requirement or remediation is required.

- __ WRTG 1310 Introduction to College Writing [ENGL1013] or
- __ HONC 1310 Honors Core I**

** HONC courses may be taken only with consent of the Honors College.

[2.2] Research and Writing (3 hours)

- __ WRTG 1320 Academic Writing and Research [ENGL1023] or
- __ ENGL 1320 Interdisciplinary Writing and Research [ENGL1023] or
- __ HONC 1320 Honors Core II**

** HONC courses may be taken only with consent of the Honors College.

[2.3] Oral Communication (3 hours)

- __ SPCH 1300 Basic Oral Communication [SPCH1003]
- __ MGMT 2301 Business Communication [BUSI2013]

OR, if required by the student's program of study or with the consent of the advisor and the course instructor

- __ MKTG 2376 Business Innovation & Creativity

[3] Diversity (6 hours)

[3.1] Diversity in Creative Works (3 hours)

- __ ENGL 2370 Introduction to Fiction (HUM)
- __ ENGL 2380 Introduction to Poetry (HUM)
- __ ENGL 2390 Introduction to Drama (HUM)
- __ MUS 2300 Music Appreciation (FA) [MUSC1003]
- __ SPCH 1305 Communication, Culture, and the Arts (FA)
- __ WLAN 2315 Cultural Studies (HUM)
- __ HONC 2320 Honors Core IV** (FA)

** HONC courses may be taken only with consent of the Honors College.

UCA Lower-Division Core [Checksheet](#) | Page 4

[3.2] Diversity in World Cultures (3 hours)

- __ ANTH 1302 Introduction to Anthropology (SS) [ANTH1013]
- __ ECON 2310 Global Environment of Business (SS)
- __ ENGL 2305 World Literature I (HUM) [ENGL2113]
- __ ENGL 2306 World Literature II (HUM) [ENGL2123]
- __ ENGL 2320 Asian Literature (HUM)
- __ GEOG 1300 Geography of World Regions (SS) [GEOG2103]
- __ HIST 1310 World History I (SS) [HIST1113]
- __ HIST 1320 World History II (SS) [HIST1123]
- __ LING 1310 Language, Culture, & Society (SS)
- __ PHIL 1330 World Philosophies (HUM)
- __ RELG 1320 World Religions (HUM)
- __ WLAN 2325 Issues of Cultural Identity in the African Diaspora (HUM)
- __ HONC 2310 Honors Core III** (HUM)

** HONC courses may be taken only with consent of the Honors College.

[4] Responsible Living (3 hours) [R, 1-3]

- __ ECON 1310 Modern Political Economy (SS)
- __ FACS 2341 Lifespan Development
- __ FACS 2351 Family Relations
- __ FINA 2330 Personal Finance (SS)
- __ H ED 1320 Concepts of Lifetime Health & Fitness
- __ H ED 2320 Mental Health (SS)
- __ KPED 1320 Concepts of Lifetime Health and Fitness
- __ MCOM 1300 Media & Society
- __ NUTR 1300 Nutrition in the Lifecycle
- __ PHIL 2325 Contemporary Moral Problems (HUM)
- __ PHIL 2360 Gender, Race, & Class (HUM)
- __ PSCI 2315 Introduction to Political Theory (SS)
- __ SOC 2325 Social Problems (SS) [SOCL2013]
- __ SPCH 1306 Communication and Civic Engagement
- __ HONC 1320 Honors Core II (SS)**
- __ HONC 2310 Honors Core III (HUM)**

** HONC courses may be taken only with consent of the Honors College.

Appendix C

15 SECTION 4. Arkansas Code Title 6, Chapter 61, Subchapter 2, is amended
16 to add an additional subsection to read as follows:

17 6-61-232. Maximum semester hours required for a degree program.

18 (a)(1) An associate degree program shall require no more than sixty
19 (60) semester hours of lower division college credit, which may be satisfied
20 by completing the state minimum core curriculum under § 6-61-231.

21 (2) An associate degree program may require more than sixty (60)
22 semester hours of lower division college credit if prior approval has been
23 granted by the board of trustees of the state-supported institution of higher
24 education and the Arkansas Higher Education Coordinating Board.

25 (b)(1) A baccalaureate degree program shall require no more than one
26 hundred twenty (120) semester hours of college credit, which shall include
27 the state minimum core curriculum under § 6-61-231.

28 (2) A baccalaureate degree program may require more than one
29 hundred twenty (120) semester hours of college credit if:

30 (A) Prior approval has been granted by the board of
31 trustees of the state-supported four-year institution of higher education and
32 the Arkansas Higher Education Coordinating Board; or

33 (B) It is a requirement of an independent licensing or
34 accrediting body.

35 (c) All required coursework shall count toward the associate of arts
36 degree, associate of science degree, associate of arts in teaching degree, or
1 selected baccalaureate degrees.

Appendix D

Course Number	Course Name	Reviewed (Date)	Determination	Core Council Decision	Further Action
Responsible Living LD Core Audit (AY 2018-2019)					
ACAD 1300	Journeys to Success	Fall 2018	Meets Standards	Concurs	None required (See report)
BUAD 2303	Business Travel Seminar	Spring 2019	Failed to Meet Standards	Concurs	Memo resolution
COMM 1306	Communication and Civic Engagement	Spring 2019	Clarification required	Concurs	Clarified and Affirmed
ECON 1310	Modern Political Economy	Spring 2019	Meets Standards	Concurs	None required (See report)
EDUC 2310	Mentoring for Growth	N/A	N/A	N/A	Mentor program on hiatus
EDUC 2330	Topics in Justice in Teaching...	Admitted to the UCA LD Core as responsible living recently so no review is necessary			
ENGL 1345	Intro to Lit and Social Resp.	Admitted to the UCA LD Core as responsible living recently so no review is necessary			
ENGR 1301	Intro to Engineering	Spring 2019	Failed to Meet Standards	Concurs	Removed from LD Core per Dept. request
EXSS 1320	Foundations of Wellness	Fall 2018	Meets Standards	Concurs	None required (See report)
FACS 2341	Lifespan Development	Fall 2018	Meets Standards	Concurs	None required (See report)
FACS 2351	Family Relations	Spring 2019	Meets Standards	Concurs	None required (See report)
FINA 2330	Personal Finance	Fall 2018	Failed to Meet Standards	Concurs	Assurance received and affirmed
H_ED 2320	Mental Health	Spring 2019	Clarification required	Concurs	Clarified and Affirmed
HIST 1376	FYS: Hist Persp on Resp. Living	Admitted to the UCA LD Core as responsible living recently so no review is necessary			
HONC 1320	Honors Core II	Spring 2019	Meets Standards	Concurs	None required (See report)
HONC 2310	Honors Core III	Spring 2019	Failed to Meet Standards	Concurs	Assurance received and affirmed
MCOM 1300	Media and Society	Spring 2019	Failed to Meet Standards	Concurs	Assurance received and affirmed
NUTR 1300	Foundations of Nutrition	Spring 2019	Meets Standards	Concurs	None required (See report)
PHIL 2325	Contemporary Moral Problems	Fall 2018	Meets Standards	Concurs	None required (See report)
PHIL 2360	Gender, Race, and Class	Spring 2019	Failed to Meet Standards	Concurs	Assurance received and affirmed
PSCI 2315	Intro to Political Theory	Spring 2019	Meets Standards	Concurs	None required (See report)
SOC 2325	Social Problems	Spring 2019	Clarification required	Concurs	Clarified and Affirmed
USGH 1300	On Expertise	Fall 2018	Meets Standards	Concurs	Being revised for non RL issues
WRITG 2325	Intro to Rhetoric	Spring 2019	Failed to Meet Standards	Concurs	Assurance received and affirmed
24 total courses reviewed					
10 were found lacking					
All resolved					

Appendix E

Diversity LD Core Audit (AY 2019-2020)												
Course Number	Course Name	Request Sent	Materials Received	Reviewed (Date)	Determination	Core Council Decision	Further Action	Report Received	Conclusion			
ANTH 1302	Intro to Anthropology	Yes	Yes	9-Dec Good	Affirmed	N/A	N/A	N/A	N/A			
BUAD 2302	Business Travel Seminar	Yes	Yes (Memo from '19)	N/A	N/A	N/A	N/A	N/A	N/A			
COMM 1305	Comm, Culture and the Arts	Yes	Yes	16-Mar Need assurance	Affirmed	None	N/A	N/A	N/A			
CRWR 2310	Intro to Creative Writing	Yes	Yes	20-Feb Good	Affirmed	None	N/A	N/A	N/A			
ECON 2310	Global Env. Of Business	Yes	Yes	Feb-20 Need assurance	Affirmed	Due October 2020	Yes		Core Council Approved			
ENGL 2305	World Lit I	Yes	Yes	9-Dec Need assurance	Affirmed	Due October 2020	Yes		Core Council Approved			
ENGL 2306	World Lit II	Yes	Yes	9-Dec Need assurance	Affirmed	Due October 2020	Yes		Core Council Approved			
ENGL 2320	Asian Literature	Yes	Memo									
ENGL 2370	Intro to Fiction	Yes	Yes	20-Feb Need assurance	Affirmed	Due October 2020	Yes		Core Council Approved			
ENGL 2380	Intro to Poetry	Yes	Yes	20-Feb Good	Affirmed	None	N/A	N/A	N/A			
ENGL 2390	Intro to Drama	Yes	Yes	20-Feb Good	Affirmed	None	N/A	N/A	N/A			
FILM 2300	Film Appreciation	Yes	Yes	Jan-20 Need assurance	Affirmed	None	N/A	N/A	N/A			
GEOG 1320	Human Geography	Yes	Yes	Nov-19 Good	Affirmed	None	N/A	N/A	N/A			
GEOG 1300	Geog of World Regions	Yes	Yes	Nov-19 Good	Affirmed	None	N/A	N/A	N/A			
HBST 1377	Study abroad CHBS	Yes	Yes (physical)	30-Mar Need assurance for next time it runs	Affirmed	TBD	N/A	N/A	N/A			
HIST 1310	World Hist I	Yes	Yes	Nov-19 Good	Affirmed	None	N/A	N/A	N/A			
HIST 1320	World Hist II	Yes	Yes	Nov-19 Good	Affirmed	None	N/A	N/A	N/A			
HIST 1375	FYS: Diversity in World Cultures	Yes	Yes	16-Mar Good	Affirmed	None	N/A	N/A	N/A			
HIST 1399	World since 1945	Yes	Yes	16-Mar Good	Affirmed	None	N/A	N/A	N/A			
HIST 2310	Intro to Asian History	Yes	Yes	6-Mar Good	Affirmed	None	N/A	N/A	N/A			
HONC 2310	Honors Core III	Yes	Yes	6-Mar Need assurance	Affirmed	None	N/A	N/A	N/A			
HONC 2320	Honors Core IV	Yes	Yes	6-Mar Need assurance	Affirmed	None	N/A	N/A	N/A			
LALS 2300	Latin Am. Cultures	Yes	Yes	6-Mar Good	Affirmed	None	N/A	N/A	N/A			
LING 1310	Lang, Culture, and Society	Yes	Yes	16-Mar Good	Affirmed	None	N/A	N/A	N/A			
MUS 1340	Intro to Music Literature	Yes	Yes	Jan-20 Need assurance	Affirmed							
MUS 2300	Music Appreciation	Yes	Yes	Jan-20 Need assurance	Affirmed	Due October 2020	Yes		Core Council Approved			
PHIL 1330	World Phil	Yes	Yes	30-Mar Good	Affirmed	None	N/A	N/A	N/A			
PHIL 1375	FYS: Diversity in World Cultures	Yes	Memo									
RELG 1320	World Religions	Yes	Yes	9-Dec Good	Affirmed	None	N/A	N/A	N/A			
WLAN 2315	Cultural Studies	Yes	Yes	4-Feb Good	Affirmed	None	N/A	N/A	N/A			
WLAN 2325	Cultural Identity...African Diaspora	Yes	Yes	4-Feb Good	Affirmed	None	N/A	N/A	N/A			
WRTG 1374	FYS: Diversity in Creative Works	Yes	Yes	30-Mar Good	Affirmed	None	N/A	N/A	N/A			
32 total courses												
27 resolved												
11 requiring assurance												

Appendix F

Effective Communication LD Core Audit (AY 2020-2021)	Course Number	Course Name	Request Sent	Materials Received	Reviewed (Date)	Determination	Council Decision	Further Action	Received	Conclusion
	WRTG 1310	Intro to College Writing	Yes	Yes	Yes	Good	Affirm	N/A		
	WRTG 1320	Academic Writing & Research	Yes	Yes	Yes	Good	Affirm	N/A		
	HONC 1310	Honors Core I	Yes	Yes		Assesses as Honors	N/A	N/A		
	HONC 1320	Honors Core II	Yes	Yes		Assesses as Honors	N/A	N/A		
	ENGL 1320	Interdisciplinary Writing/Research	Yes	NO	Yes	Good	Affirm	N/A		
	COMM 1300	Principles of Communication	Yes	Yes	Yes	Good	Affirm			
	MGMT 2301	Business Communication	Yes	Yes	Yes	Assurance requested	Affirm	Assurance rec'd	Yes	Affirmed
	MKTG 2376	Business Innovation & Creativity	Yes	Yes	Yes	Good	Affirm			
	8 total courses									
	8 resolved									
	1 requiring assurance									

Appendix G

Critical Inquiry ID Core Audit (AY 2021-2022)												
Course Number	Course Name	Request Sent	Materials Received	Reviewed (Date)	Termination	Core Council Decision	Further Action	Report Received	Conclusion			
Math 1360	Quant Lit	Yes	Yes	10/15/21	Meets requirements	Affirmed	None	N/A	N/A			
Math 1390	Algebra	Yes	Yes	10/15/21	Meets requirements	Affirmed	None	N/A	N/A			
Math 1392	Trigonometry	Yes	Yes	10/15/21	Discontinued	N/A	N/A	N/A	N/A			
Math 1395	Applied Math for Business	Yes	Yes	4/8/22	Meets requirements	Affirmed	None	N/A	N/A			
Math 1486	Calc Prep	Yes	Yes	4/8/22	Meets requirements	Affirmed	None	N/A	N/A			
Math 1491	Applied Calc for Life Sciences	Yes	Yes	10/15/21	Meets requirements	Affirmed	None	N/A	N/A			
Math 1496	Calculus I	Yes	Yes	10/15/21	Meets requirements	Affirmed	None	N/A	N/A			
Chem 1400	Chemistry in Society	Yes	Yes	12/07/21	Meets requirements	Affirmed	None	N/A	N/A			
Phys 1400	Physical Science for Gen Ed	Yes	Yes	04/08/22	Meets requirements	Affirmed	None	N/A	N/A			
Phys 1401	Descriptive Astronomy	Yes	Yes	04/08/22	Meets requirements	Affirmed	None	N/A	N/A			
Geog 1400	Earth Systems Science	Yes	Yes	04/08/22	Meets requirements	Affirmed	None	N/A	N/A			
Chem 1450	Chem I	Yes	Yes	12/07/21	Meets requirements	Affirmed	None	N/A	N/A			
Chem 1402	Chem for Health Sciences	Yes	Yes	12/07/21	Meets requirements	Affirmed	None	N/A	N/A			
Phys 1405	Applied Physics	Yes	Yes	04/08/22	Meets requirements	Affirmed	None	N/A	N/A			
Phys 1410	College Physics	Yes	Yes	04/08/22	Meets requirements	Affirmed	None	N/A	N/A			
Phys 1441	University Physics I	Yes	Yes	04/08/22	Meets requirements	Affirmed	None	N/A	N/A			
Biol 1400	Exploring concepts in Biology	Yes	Yes	03/08/22	Meets requirements	Affirmed	None	N/A	N/A			
Biol 1401	Ecology and the Environment	Yes	Yes	03/08/22	Meets requirements	Affirmed	None	N/A	N/A			
Biol 1402	Human Biology	Yes	Yes	03/08/22	Meets requirements	Affirmed	None	N/A	N/A			
Biol 1410	A & P I	Yes	Yes	03/08/22	Meets requirements	Affirmed	None	N/A	N/A			
Biol 1440	Principles of Biology 1	Yes	Yes	03/08/22	Meets requirements	Affirmed	None	N/A	N/A			
Hist 2301	Making of America	Yes	Yes	10/25/21	Meets requirements	Affirmed	None	N/A	N/A			
Hist 2302	America in the Modern Era	Yes	Yes	10/25/21	Meets requirements	Affirmed	None	N/A	N/A			
Psci 1330	US Government and Politics	Yes	Yes	10/25/21	Meets requirements	Affirmed	None	N/A	N/A			
Buad 2301	Business Travel Seminar	Yes	N/A	10/25/22	Alternative	Affirmed	N/A	N/A	N/A			
Econ 2320	Macro	Yes	Yes	09/27/21	Meets requirements	Affirmed	None	N/A	N/A			
Econ 2321	Micro	Yes	Yes	09/27/21	Meets requirements	Affirmed	None	N/A	N/A			
Geog 1305	Principles of Geography	Yes	Yes	10/25/21	Meets requirements	Affirmed	None	N/A	N/A			
Hist 2360	History of England since 1688	Yes	Yes	10/25/21	Meets requirements	Affirmed	None	N/A	N/A			
Mgmt 2341	Basic Management	Yes	Yes	09/24/21	Meets requirements	Affirmed	None	N/A	N/A			
Psci 1300	Intro to political science	Yes	Yes	10/25/21	Meets requirements	Affirmed	None	N/A	N/A			
Psci 2300	Intro to international relations	Yes	Yes	10/25/21	Meets requirements	Affirmed	None	N/A	N/A			
Psyc 1300	General Psyc	Yes	Yes	04/15/22	Meets requirements	Affirmed	None	N/A	N/A			
Soc 1300	Principles of Sociology	Yes	Yes	02/04/22	Meets Requirement	Affirmed	None	N/A	N/A			
Afam/Hist 1330	African and African-American Studies	Yes	Yes	02/04/22	Meets Requirement	Affirmed	None	N/A	N/A			
Art 2300	Art Appreciation	Yes	Yes	02/08/22	Fails to meet requirements	Affirmed	Assurance or move to DCW	N/A	N/A			
Engl 1350	Intro to Lit	Yes	Yes	11/12/21	Meets requirements	Affirmed	None	N/A	N/A			
Engl 1355	Film and Lit	Yes	Yes	11/12/21	Meets requirements	Affirmed	None	N/A	N/A			
Engl 1373	FYS: Humanities	Yes	Yes	11/12/21	Meets requirements	Affirmed	None	N/A	N/A			
Fren/SPAN/Chn 2320	Intermediate II	Yes	Yes	03/10/22	Meets requirements	Affirmed	None	N/A	N/A			
Lats 2310	Latinos in the US	Yes	Yes	04/15/22	Meets requirements	Affirmed	None	N/A	N/A			
Phil 1301	Phil for Living	Yes	Yes	12/07/21	Meets requirements	Affirmed	None	N/A	N/A			
Phil 1373	FYS: Humanities	Yes	Yes	12/07/21	Meets requirements	Affirmed	None	N/A	N/A			
Phil 2305	Critical Thinking	Yes	Yes	12/07/21	Meets requirements	Affirmed	None	N/A	N/A			
Relg 1330	Exploring Religion	Yes	Yes	02/04/22	Meets Requirement	Affirmed	None	N/A	N/A			
Thea 2300	Theatre Appreciation	Yes	Yes	03/14/22	Under revision, so N/A	N/A	N/A	N/A	N/A			
Ling 2350	World Languages	Yes	Yes	11/12/21	Meets requirements	Affirmed	None	N/A	N/A			
Art 2325	Asian Art Survey	Yes	Yes	03/10/22	Meets requirements	Affirmed	None	N/A	N/A			
Art 2335	Art History...to medieval	Yes	Yes	03/10/22	Meets requirements	Affirmed	None	N/A	N/A			
Art 2366	Art History...to Modern	Yes	Yes	03/10/22	Meets requirements	Affirmed	None	N/A	N/A			
Honc 1310	Honors Core I	Yes	Yes	04/15/22	Meets requirements	Affirmed	None	N/A	N/A			
51 total courses												
51 resolved												
1 requiring assurance												