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 a life or physical science? | |  |  | |
|  | **Inquiry and Analysis** (Must assess Critical Inquiry Goal A.) | | Is the course an American History or Government course? | | |  |
|  | **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, and choose either Effective Communication Goal A or Goal C and 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 listed below, complete an assignment alignment table indicating which assignment(s) align to which outcomes as well as what percentage of the total course grade each assignment comprises. The rubrics and student learning outcomes for the UCA Core are posted on the UCA Core website at <https://uca.edu/core/assessment/>. For further information on UCA Core educational standards and expectations, please refer the UCA Core Handbook at: <https://uca.edu/core/for-faculty/>.

**REQUIREMENTS FOR LOWER-DIVISION:** For a lower-division course, a majority of the course content (greater than 50%) must be dedicated to the UCA Core goal under which the course is being proposed. For each UCA Core Goal listed on the previous page, please provide the following:

* A brief explanation of how the indicated course assignments meet the relevant Core outcomes.
* A mapping of the course coverage to the rubric learning outcomes to demonstrate a minimum of 50%. For example, present a course calendar with each week mapped to relevant learning outcomes.
* Complete an assignment alignment table (below) indicating which assignment(s) align to which outcomes as well as what percentage of the total course grade each assignment comprises. An assignment may address more than one outcome or goal. Ideally, one assignment would allow assessment of ALL the learning outcomes on the relevant rubric.

For existing courses, please also attach a full course syllabus.

**REQUIREMENTS FOR UPPER-DIVISION:** In the case of an upper-division course, at least 20% of the course work must directly align to the student outcomes of the UCA Core goal under which the course is being proposed. For each UCA Core Goal listed on the previous page, please provide the following:

* A brief explanation of how the indicated course assignments meet the relevant Core outcomes.
* Complete an assignment alignment table (below) indicating which assignment(s) align to which outcomes as well as what percentage of the total course grade each assignment comprises (minimum of 20% in total). An assignment may address more than one outcome or goal. Ideally, one assignment would allow assessment of ALL the learning outcomes on the relevant rubric.

For existing courses, please also attach a full course syllabus.

Copy and paste the following table as many times as required to accommodate the number of UCA Core goals you have listed for the course.

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| **UCA Core Goal:** | Enter goal statement here | | |
| Example goal statement: *Effective Communication Rubric A* (*Oral*)*, Goal A*: *Students will use appropriate conventions and strategies in oral communication for various audiences and purposes.* | | | |
|  | |  |  |
| **Specific Skill or Knowledge Area Related to the Goal** | | **Assignment(s)** | **Percentage of total grade of assignment(s)** |
| *E.g., Central Message* | | *E.g., Persuasive Presentation 2* | *E.g., 50 points, 10% of total course grade* |
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