

**Adding a Course to the Core Curriculum Form**

**Background Information:**

The core curriculum lays the foundation for a liberal education, giving students the academic footing they need to succeed in their disciplinary courses. Bones of the University Core are dictated by the Texas Higher Education Coordinating Board (THECB) and feature **six core objectives**: critical thinking (CT), communication (COM), empirical and quantitative reasoning (EQS), teamwork (TW), personal responsibility (PR), and social responsibility (SR). The THECB then categorizes Core courses around traditional disciplinary lines called **Foundational Component Areas or FCAs**: communication; mathematics; life and physical sciences; language, philosophy, and culture; creative arts; American history; government/political science; and social and behavioral sciences. Each FCA is tied to particular core objectives according to the state. Thus, if you intend to offer a course that meets a FCA, it must have the objectives listed below in the course. Students must take 36-hours in these FCAs (which include core objectives).

|  |  |
| --- | --- |
| **Foundational Component Area (FCA)** | **Required Core Objective per THECB** |
| Communication | CT, COM, TW, PR |
| Mathematics | CT, COM, EQS |
| Life and Physical Sciences | CT COM, EQS, TW |
| Language, Philosophy & Culture | CT, COM, SR, PR |
| Creative Arts | CT, COM, TW, SR |
| American History | CT, COM, SR, PR |
| Government/Political Science | CT, COM, SR, PR |
| Social Behavioral Sciences | CT, COM, EQS, SR |

**Basic Information:**

|  |  |
| --- | --- |
| **School:** |  |
| **Department:** |  |
| **Requestor:** |  |
| **\*Course Prefix, Number, and Title:** |  |
| **Course Description (from catalog):** |  |

***\**** *Types of courses that will NOT gain approval:*

* *Ones that are not foundational or are too narrowly focused in a career or specific discipline*
* *Ones that focus on skill instead of academic foundation*
* *Ones that are upper division*
* *Ones with pre-requisites*
* *Ones with co-requisites outside of the Core*

**Identification of FCA:**

|  |  |
| --- | --- |
| **\*Which FCA are you applying for?** |  |
| **Look at the definition of the FCA at the link below and describe how this course will meet that FCA according to the definition. Be specific. See page 5:** [**http://www.thecb.state.tx.us/reports/PDF/10751.PDF?CFID=83208160&CFTOKEN=15180207**](http://www.thecb.state.tx.us/reports/PDF/10751.PDF?CFID=83208160&CFTOKEN=15180207) |  |

*\*Extra Tip: If you are applying for the communication foundational component area, all four literacy skills must be covered in the course: oral, aural, written, and visual.*

**Description of Alignment to Core Objectives:**

Review the first table on the first page of this document. In the table below, explain how this course will include these core objectives in it.

|  |  |
| --- | --- |
| **Core Objective** | **\*Explanation** |
|  |  |
|  |  |
|  |  |
|  |  |

*\*Extra Tips:*

* *If you are applying for the core objective of team work, you must show how students can effectively work together to support a shared purpose or goal, and teamwork should be a tangible outcome. Class discussion does not count.*
* *If you are applying for the core objective of personal responsibility, the course should focus on ethical decision making as well.*

**Assessment:**

Each course must have a “signature assignment” to serve as the main assessment of the core objectives in the course. All sections of the course you are proposing must include this signature assignment. There can be one assignment that meets all the core objectives in the course or there can be multiple assignments (i.e.: one assignment per core objective). In the table below, explain your signature assignment(s) in the course.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Core Objective** | **How will student’s learn to do it (lecture, class activity, etc.)?** | **How will students practice it formatively (homework, classwork, etc.)?** | **Where will students be able to go to for additional help (readings, centers, etc.)?** | **How will they show you that they have learned it summatively (test, paper, project, presentation, etc.)?** | **How will you evaluate whether they have learned it summatively (rubric\*) and what will the benchmark of success be on the rubric?** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

*\*Rubric must be attached to submission.*

**OPTIONAL STEP for the Component Area Option:**

In addition to the FCAs and Core Objectives, THECB requires students complete 6-credit hours in a **Component Area Option** (CAO). There are two types of CAO courses: CAO-A courses and CAO-B courses. Students can either take 3-credits in Option A and 3-credits in Option B or 6-credits in Option A. They cannot take 6-credits in Option B.

1. CAO-A courses look just like FCA courses. Thus, students must basically take an additional FCA of their choice to meet CAO-A. If you are interested in your class also counting as a CAO-A, state “yes” on the line here. There is no reason not to state yes: \_\_\_\_\_\_\_\_\_\_.
2. CAO-B courses look similar to FCA courses but they allow for a little more flexibility in terms of the faculty member deciding the core objectives to include in the class. The benefit of CAO-B courses is that the faculty member has the ability to design the course a little more freely. The CAO-B course must still live in a discipline: communication; creative arts; language, philosophy, and culture; life and physical sciences; mathematics; American history; government/political science; or social and behavioral sciences. The CAO-B course must still also include three core objectives. Two of those must be critical thinking and communication. The other one may be decided by the faculty member. If you wish to offer a CAO-B course, fill out the two tables below. If you are not interested in this, skip Tables 1 and 2 below and jump to the “Attachments” section. If you have more questions about CAOs, contact the UNTD Director of Core Curriculum or the UNTD Director of University Accreditation and Policy for details.

**CAO-B Table 1**

|  |  |
| --- | --- |
| School: |  |
| Department: |  |
| Requestor: |  |
| Course Prefix, Number, and Title: |  |
| Course Description (from catalog): |  |
| Discipline: | Choose one and delete the other bullets:   * Communication * Creative arts * Language, philosophy, and culture * Life and physical sciences * Mathematics * American history * Government/political science * Social and behavioral sciences |

**CAO-B Table 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Core Objective** | **How will student’s learn to do it (lecture, class activity, etc.)?** | **How will students practice it formatively (homework, classwork, etc.)?** | **Where will students be able to go to for additional help (readings, centers, etc.)?** | **How will they show you that they have learned it summatively (test, paper, project, presentation, etc.)?** | **How will you evaluate whether they have learned it summatively (rubric\*) and what will the benchmark of success be on the rubric?** |
| Critical Thinking |  |  |  |  |  |
| Communication |  |  |  |  |  |
| Your Choice |  |  |  |  |  |

*\*Rubric must be attached to submission.*

**Attachments**

The following attachments must be submitted with this form.

* Most recent syllabus
  + Ensure course number and title are the same as on this form
  + Ensure it has the following: course description, assignments, measureable learning outcomes, subject matter of each lecture/module, and required/recommended readings
  + Ensure it has documentation to show how each core objective is assessed including description of activities, how they are taught, and what is learned. Documentation must include the weekly schedule of topics, readings, and artifacts studied.
* Assessment rubric(s)
* Faculty evaluation form