

Undergraduate Course and Program Review Committee

TO: Faculty Senate

RE: Revisions of General Education Forms

**FROM: Robert K. Wismer, Chemistry, STC 214, x. 3661 or 3411, rwismer@marauder
Chair, Undergraduate Course and Program Review Committee**

DATE: 21 November 2000

With the revision of the objectives in the General Education curriculum in spring 1999, and the previous modification of the structure of the curriculum, the forms that accompany General Education course proposals have become outdated. Undergraduate Course and Program Review Committee, in consultation with General Education Review Committee, has revised the forms during this fall 2000 semester. The revised forms are attached.

In the main, the revised forms ask for the same information as did the previous forms. Organization is somewhat different and the following changes were made.

1. The C/Q form was dropped because “C” and “Q” courses no longer exists.
2. All forms are confined to one side of one page so that the “back” is not inadvertently lost during duplication.
3. The new objectives (in abbreviated form) are listed on the Liberal Arts form.
4. The criteria for a Perspectives course are cited on the Perspectives form.
5. Duplicate or unnecessary questions (such as recommended class size which now is part of the Curricular Issues form) were removed.

These forms have been approved unanimously by UCPRC. They are submitted to Senate for eventual approval.

General Education—Liberal Arts Core Application

Departmental prefix _____ Course number _____ Credit Hours _____

Title _____

Prerequisite(s) _____

Catalog Description:

Please check the appropriate boxes.

Current course status: New Existing, but not Liberal Arts Core

G1: Humanities & Fine Arts

Laboratory Science

G2: Science & Mathematics

W, significant writing component:

G3: Social Sciences

describe how the significant writing component is incorporated into the course.

The course satisfies the indicated objectives of General Education (Governance Manual has full text of every objective.)

1. Mathematical reasoning

9. Principles & Technologies

2. Critical Reasoning

10. Significant Reasoning & Lab Methods

3. Inquiry & Information Literacy

11. Relationships across eras, lands, people

4. Oral & Written Communication

12. Methods of Inquiry

5. Comm: Different Contexts

13. Coherence

6. Comm. Tech. Literacy

14. Diversity

7. Discussion of Individuals & Movements

15. Historical Consciousness

8. Critical & Creative Methods

16. Values & Decision Making

Succinctly explain how each indicated objective is satisfied by the course.

Describe course format (lecture, discussion, laboratory, etc.), assignments, & evaluation methods. (Please attach full course proposal for a new course.) Continue on other side, as needed.

General Education—Perspectives Course Application

Departmental prefix _____ Course number _____ Credit Hours _____

Title _____

Prerequisite(s) _____

Current status: New Existing, but not Perspectives

Catalog Description:

Succinctly explain how the course is “interdisciplinary and/or multicultural in content” **AND** how students learn to “identify, critically analyze, and resolve complex problems.”

Explain how significant written and oral communication are incorporated into the course.

Describe the student/faculty interaction format, assignments, and evaluation processes.
(Please attach full course proposal for a new course.) Continue on the other side, as needed.

NON Liberal Arts Core—Writing Course Application

Departmental prefix _____ Course number _____ Credit Hours _____

Title _____

Prerequisite(s) _____

Current status: New Existing, but not Writing

For what major(s), if any _____

Catalog Description:

Describe how the significant writing component is incorporated into the course.

Describe course format (lecture, discussion, laboratory, etc.), assignments, & evaluation methods.
(Please attach full course proposal for a new course.) Continue on other side, as needed.