

Guidelines for

**The Core Curriculum Oversight
Committee**

The University of Alabama

Issued 2008

Updated/Reviewed/Approved: December 11, 2008

**Document Reaffirmed by the Core Curriculum Oversight Committee
January 30, 2015**

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Introduction

The following represents the rationale and organizational structure of the Core Curriculum that was originally proposed and published in The Dialog in April, 1982.

“The implementation of core curricula at various distinguished universities may be attributed to a revival of interest in the concept of "general education." In this context, "general education" refers to the Jeffersonian notion that the primary goal of a university is to provide all students, regardless of their specialization or professional interest, with the essential facts, skills, and concepts required for a critical understanding of and participation in their own culture. Until the first half of the twentieth century, the concern for general education was the distinguishing feature of universities in the Jeffersonian tradition, setting them apart and, in the public mind, above the land grant institutions that were concerned primarily with practical and professional education.

On many campuses, general education requirements in place at the beginning of the sixties were dismantled to allow students freedom to choose the education they considered relevant to their own objectives. Later, during the seventies, burgeoning enrollments in the professional schools indicated another trend: specialization at the undergraduate level, sometimes at the expense of the few surviving general education requirements, often at the expense of elective courses as well. A third force in the development of curricula has been the external accreditation agencies, some of which have been more sensitive than others to the value of general education.

Prior to the adoption of the core curriculum, the extent to which these national trends were reflected in curricula at The University of Alabama varied from division to division and from program to program. The result in general, however, was the lack of coherent educational philosophy for the University as a whole. Students in some professional schools were required to take more general education courses than liberal arts majors; other students were required to take only those courses they chose to take with the approval of an advisor; and many students were required to specialize so intensively as undergraduates that they received their degrees with little or no knowledge of basic facts and issues with which educated citizens ought to be familiar.

The purpose of the core curriculum is not to return to the past, but to establish a balance among legitimate interests in the present, so that professional education, general education, and freedom for electives are balanced in proportions that the University community deems appropriate.

The specific impetus for developing the core came from faculty members on the Graduate Scholarship Committee who were alarmed at the inability of some of our better students to address questions about matters of common knowledge. The original draft of the proposed requirements was the result of a full year of deliberations by the Graduate Scholarship Committee and the University Curriculum Advisory Committee with representation from every academic division and from the Student Government Association. That draft was revised by an ad hoc committee for implementation, which was charged with developing the rationale for the core and with making any necessary adjustments. The revised draft was then presented for comments to the Faculty Senate, to representatives of the Student Government Association, to the faculties of various divisions, to the Council of Deans, and to the Central Administration. This core curriculum adopted by the faculty includes a number of substantive modifications suggested to the Committee in discussion with these groups. For example, the W (writing) requirement was reduced from 12 hours to six, the science

requirement was reduced to two courses and made more flexible, a computer science requirement was added as an alternative to the foreign language requirement and the number of oversight committees was reduced from four to one.

The core curriculum is based upon the following assumptions:

1. That no revision of the curriculum can in itself create academic excellence unless this excellence is genuinely sought by faculty, students and administrators.
2. That change often involves risks, and we cannot fully predict the consequences of change.
3. That refusing to change involves risks, and we cannot fully predict the consequences of refusing to change.
4. That any proposed curriculum involves not a choice between perfect and imperfect options, but between a number of imperfect options, one of which is the status quo.
5. That a core curriculum is a minimal curriculum, and that departments or divisions are free to add more extensive or intensive requirements to it.
6. That educated people are people who possess certain basic skills, who are aware of their own cultural heritage in the context of other cultures, and who understand the methods and limitations of various modes of inquiry.
7. That defining the skills and knowledge essential to an educated person is a matter of choice and value judgment, not an empirical exercise, and that the choices we make are relative to the institution, its clientele, and its historical context.
8. That the choice of essential skills and knowledge cannot be based upon utility alone.

In short, the core curriculum is based upon the assumption that no one can become knowledgeable in every field, but that there are nevertheless certain skills, subjects, and methodologies that no educated person should be without. The essential skills include writing, both as an analytical tool and as a means of communication; critical reading; and the ability to perform mathematical computations beyond the level of college algebra. In the broadest sense, the essential subject matter is knowledge of one's own culture and an awareness of other cultures. And the essential methodologies may be listed as symbolic and deductive (e.g., mathematics and symbolic logic); quantitative and inductive (e.g., physical, biological, social, and behavioral sciences); and rhetorical (e.g., ethics and aesthetics).

These categories are not intended to be exhaustive. There are other skills, subjects, and methodologies that are important in themselves, but for philosophical or logistical reasons cannot be required of all students. Nor are the lists intended as separate and distinct categories. Some of the courses listed below might well fit under more than one heading.

Early in its deliberations, the Committee considered instituting new crossdisciplinary courses like those recommended in the recent Carnegie Report. The Committee decided, however, that courses of this sort are too susceptible to changes when the faculty members who initiate them are no longer available to teach them. The Committee also considered a number of courses that might be considered as basic to a college education as those that were eventually decided upon. For example, the Committee debated the possibility of requiring courses in ethics, economics, speech, foreign cultures, and the philosophy of science and technology.

The Committee concluded, however, that because of curricular constraints in the various divisions, only a small number of courses could be required of every University student, and that the divisions

and departments themselves would be encouraged to require more general education courses in a manner consistent with their overall objectives. Programs that would like to require a foreign culture requirement for their own students may consider adding additional requirements or structuring the social science, humanities, and writing requirements without imposing an additional burden on the students.

The Committee acknowledges that there is nothing sacred or immutable about the requirements listed below and that there are reasonable alternatives to every requirement in the list. The Committee acknowledges that several of the requirements may prove disappointing in their results if they are not given adequate financial support or if the faculty fails to implement them in a manner consistent with the spirit of this document and with the goals of general education. And the Committee also recognizes that parts of the core may be rendered obsolete by future developments that are not foreseeable at this time. Nevertheless, having explored other alternatives in the light of political and economic realities and in the light of the University's historic commitment to a diversity of academic experiences, the Committee has concluded that the core curriculum will give substance to the University's determination to establish the best possible academic environment for the students it serves.

To ensure that the core is responsibly implemented and to ensure that modifications will be made when circumstances require them, the Committee recommended the establishment of a Core Curriculum Oversight Committee whose responsibility is to monitor the implementation of this document, to interpret it when changes are deemed appropriate. The Oversight Committee will consist of twelve faculty members chosen by the Office for Academic Affairs after consultation with the Academic Affairs Committee of the Faculty Senate, plus one representative of the Faculty Senate appointed by that body, plus two students appointed each year by the SGA Academic Reform Committee. For the sake of continuity, the faculty members appointed by the Office for Academic Affairs will serve three-year terms scheduled so that one-third of this group is replaced each year. The Oversight Committee will have the power to grant, deny, or revoke appropriate designations to courses proposed by the various divisions as part of the Core Curriculum.

The Oversight Committee will also be empowered to appoint subcommittees to consider various categories of courses and to call in additional faculty and students for advice when their expertise is needed. Decisions of the Oversight Committee will be subject to the approval of and may be appealed to the Office for Academic Affairs and the President.

Finally, the Committee endorses the traditional concept that curriculum development is a faculty prerogative and that the development of a University curriculum is the prerogative of the University faculty as a whole. This recommendation was given the approval of the Core Curriculum Implementation Committee on March 18, 1981."

Published in Dialog April 2, 1982

CREATION OF THE ALABAMA GENERAL STUDIES CORE CURRICULUM Fall 1998

AGSC stands for the Alabama Articulation and General Studies Committee. The AGSC was created in March 1994 by the State Legislature through ACT 94-202 with an implementation date of Fall 1998.

The AGSC was created to simplify the transfer of course credit between public institutions of higher education. To accomplish this task, the AGSC has developed and implemented a statewide general studies and articulation program that facilitates the transferability of course work among all Alabama public colleges and universities. The AGSC continues its role to serve as a monitoring committee for the articulation program. Finally, the AGSC works to resolve any student appeals related to transfer of coursework as it relates to the articulation program.

Text from the AGSC web site; stars.troy.edu/agsc/what_agsc.htm

Comprehensive information, course listings, and appropriate forms may be found at the AGSC web site.

Core Curriculum/General Education Requirements

Applicable to students who begin their college careers fall 1998 and after, except for students enrolled in the College of Engineering (see "College of Engineering Core Curriculum/General Education Requirements" below).

To achieve a general education while pursuing a specific concentration in a chosen field of study, each undergraduate student will construct a curriculum that includes coursework in the following areas:

1. 6 semester hours of written composition (FC).
2. 6 semester hours in 300- and 400-level courses, preferably in the student's major, approved for the writing (W) designation. The (W) designation indicates that one of the conditions for a passing grade is that students write coherent, logical, and carefully edited prose in a minimum of two papers, at least one of which will be graded and returned before midsemester. All (W) designated courses are taught and graded by instructors who have at least the master's degree and preferably are limited to an enrollment of no more than 35 students. The (W) requirement must be satisfied with courses taken at UA.
3. 6 semester hours of one of the following:
 - a. 6 semester hours in courses that are approved for the computing (C) designation. These courses either substantially integrate the application of appropriate software or require writing computer programs. Students must make extensive use of the computer as a condition for passing the course. Courses approved for the (C) designation assume that students have a working knowledge of the computer.

or

 - b. 2 semesters in one foreign language (FL). A grade of "C-" or better must be earned in the first-semester course of the two-semester sequence that fulfills the

requirement before the student will be allowed to enroll in the second semester course. Students with two or more high-school units of a foreign language will be assigned to foreign language courses by the foreign language advisors on the basis of placement test scores. Students placed into FR 103, SP 103 or intermediate courses (FR 201, SP 201) will satisfy this requirement in one semester.¹

Note: These six hours are in addition to the requirements for humanities or mathematics.

4. 12 semester hours of courses approved for the humanities and fine arts (HU, L & FA) designations, to include 3 semester hours of courses approved for the fine arts (FA) designation and 3 semester hours of courses approved for the literature (L) designation. **Each student must complete a 6-semester-hour sequence in either literature or history.**
5. 12 semester hours of courses approved for the history and social and behavioral sciences (HI & SB) designations, to include 3 semester hours of courses approved for the history (HI) designation. **Each student must complete a 6-semester-hour sequence in either literature or history.**
6. 11 semester hours of courses approved for the natural sciences and mathematics (N & MA) designations, to include 8 semester hours of courses approved for the natural sciences (N) designation and 3 semester hours of courses approved for the mathematics (MA) designation. This mathematics requirement must be satisfied with MATH 110 or higher.
7. Preprofessional, major, and/or elective courses applicable to the student's declared major program of study. Students are to consult with their major departments/program areas for specific course designations that fulfill this requirement.

A course may be used to satisfy only one core requirement. For example, if a course carries a designation for both foreign language (FL) and humanities (HU), it may only be used to satisfy one of these core requirements. An additional course or courses must be completed to satisfy the remaining requirement.

A student may satisfy some general education course requirements by demonstration of competence on a proficiency examination such as the CLEP subject examination.

Review of general education (Core Curriculum) courses is an ongoing process. New courses may be approved and added to the list of those that meet Core Curriculum requirements. The Core designations for existing courses may be discontinued. A course carries general education designation if the course is approved at the time the course is taken. The student must consult the general education designations as found in the appropriate section of the schedule of classes booklet to ensure that the general education designation is in effect at the time the course is taken.

General education credit may be earned for courses taken at another institution, provided the courses transfer as the equivalents of courses that have been approved for general education credit at The University of Alabama. The (W) requirement must be satisfied in courses taken at The University of Alabama.

¹Effective November 2017, with the discontinuation of 103 courses in foreign languages, this requirement is now listed as "Students placed into 102 or an intermediate language course (201) will satisfy this requirement in one semester."

COLLEGE OF ENGINEERING CORE CURRICULUM/GENERAL EDUCATION REQUIREMENTS

To achieve a general education while pursuing a specific degree program in the College of Engineering, each undergraduate student enrolled in that college will construct a curriculum that includes coursework in the following areas:

1. 6 semester hours of written composition (FC).
2. 6 semester hours in 300- and 400-level courses, preferably in the student's major, approved for the writing (W) designation. The (W) designation indicates that one of the conditions for a passing grade is that students write coherent, logical, and carefully edited prose in a minimum of two papers, at least one of which will be graded and returned before midsemester. All (W) designated courses are taught and graded by instructors who have at least the master's degree and preferably are limited to an enrollment of no more than 35 students. The (W) requirement must be satisfied with courses taken at UA.
3. 9 semester hours of humanities (HU), literature (L), and fine arts (FA) area courses. 6 semester hours are required in a discipline. A 6-hour depth study is required and may be taken in either HU, L, and FA or HI and SB. There are no mandatory general education requirements for literature or fine arts, except as required for a specific engineering program.
4. 9 semester hours of courses in the areas of history (HI) and social and behavioral sciences (SB), to include 6 semester hours in a discipline. A 6-hour depth study is required and may be taken in either HU, L, and FA or HI and SB. History may be included in in-depth courses.
5. 12 semester hours of mathematics (MA) and natural sciences (N) area courses, to include 2 hours of laboratory. Mathematics must be at the MATH 125 level or higher.
6. Either 6 hours of foreign language (FL) or computing (C) are required in addition to the humanities requirement. FL courses can count as HU credit if 6 hours of C courses are earned.
7. Preprofessional, major, and/or elective courses applicable to the student's declared major program of study. Students are to consult with their major departments/program areas for specific course designations that fulfill this requirement.

A course may be used to satisfy only one core requirement. For example, if a course carries a designation for both foreign language (FL) and humanities (HU), it may only be used to satisfy one of these core requirements. An additional course or courses must be completed to satisfy the remaining requirement.

Core Curriculum Oversight Committee Structure and Operation

The Core Curriculum Oversight Committee (CCOC) consists of the following voting members: at least twelve faculty members chosen by the Office for Academic Affairs after consultation with the Academic Affairs Committee of the Faculty Senate, one representative of the Faculty Senate appointed by that body, plus a number of students equal to the number of CCOC subcommittees, to be appointed by the Student Government Association Academic Affairs Committee. For the sake of continuity, the faculty members appointed by the Office for Academic Affairs will serve three year terms scheduled so that one-third of this group is replaced each year.

The faculty members must be selected so that each undergraduate division on campus is represented by at least one voting member of the CCOC. The designee from the Provost's Office and a representative of the Office of Academic Records shall serve as non-voting members. The designee from the Provost's Office shall serve as the committee chair.

All course material to be considered for core letter designation is routed through the department with approval by the dean to the appropriate subcommittee. Once the Core Curriculum Oversight Committee has acted, the department head is responsible for notifying the faculty member involved and the dean's office. Concerns from the division regarding the core curriculum should be brought to the attention of the Core Curriculum Oversight Committee as appropriate.

The Core Curriculum Oversight Committee is divided into the following subcommittees:

1. Computing
2. Mathematics and Natural Science
3. Humanities, Foreign Language, Fine Arts, and Literature
4. Social & Behavioral Sciences and History
5. Writing

The subcommittees serve as a clearinghouse for all courses that are to be submitted to the Alabama Articulation and General Studies (AGSC) committee and for courses that are to be considered UA only core offerings. AGSC will determine review schedules for the courses falling under statewide jurisdiction; UA only courses will be reviewed on a five year rotation cycle as determined by the Core Curriculum Oversight Committee.

The subcommittee reviews the course material submitted and recommends approval, denial or deferral of the core letter designation sought. The subcommittee chair presents the recommendation orally and in writing to the Core Curriculum Oversight Committee. If the recommendation is to defer or deny, a reason must be given so that appropriate feedback is provided to the academic department and college dean submitting the course for approval. Action on the subcommittee recommendation is taken at the first meeting following the initial presentation.

The subcommittee is encouraged to obtain consultation from appropriate members of the academic community as necessary. In addition, if it appears likely that the subcommittee recommendation will be to defer or deny a core letter designation, the subcommittee chair communicates with the department head or program area head in order to clarify information or obtain any additional information needed to make a recommendation.

Core Curriculum Approval

Courses approved for the core curriculum are identified in the printed schedule of classes as well as on the myBama and www.registrar.ua.edu web sites. However, review of courses for the core curriculum is an on-going process. New courses may be approved and added to the list of those that meet core curriculum requirements. The core designation for existing courses may be discontinued. A course qualifies for core curriculum credit if the course is approved at the time the course is taken. The student should consult the core curriculum listings posted on the web to ensure that the core

designation is in effect at the time the course is taken.

Core Curriculum Credit for Courses Taken at Other Institutions

Courses taken at the Alabama two-year and four-year public institutions that are approved core courses through the Alabama General Studies Committee granting State-wide core designations are transferable. Except for courses approved to fulfill the computing (C) and writing (W) requirement, core curriculum credit should be granted for any course taken at another institution if the course transfers equivalent to a UA course that has been approved for the core curriculum designations. Questions regarding course equivalency and core curriculum designation should be resolved by the department teaching the course.

If a course is accepted by the University for academic credit, but the University does not have an equivalent course approved for the core curriculum, there is no mechanism in place to review the course and determine if it fulfills a core curriculum requirement. The course may transfer as an elective and may count toward the total hours required for graduation.

Core Curriculum Credit for CLEP and other Standardized Proficiency Examinations

Core curriculum credit should be granted whenever a division of the University certifies that full credit has been given to a student upon demonstration of proficiency by performance on a standardized proficiency examination for courses carrying core curriculum designations.

Procedures for Changing the Core Curriculum Requirements

Authority for the Core Curriculum rests with the President of The University. The following procedure addresses what changes must be forwarded to the President for approval and what changes the Core Curriculum Oversight Committee may enact by itself. The process for proposing and approving changes is also included in these procedures. Changes may be classified as Operational or Structural which are defined below.

Definitions

Structural Change. A structural change adds or deletes a category of the Core Curriculum or changes the number of hours required in a category.

Operational Change. An operational change is any change not classified as a structural change.

Operational Changes

Operational changes may be instituted by the Core Curriculum Oversight Committee on a majority vote of a quorum at a called meeting of the Committee. The operating procedures for the Core Curriculum Oversight Committee may be found under "Core Curriculum Oversight Committee Structure and Operation".

Structural Changes

Structural changes in the core curriculum are the responsibility of the Office for Academic Affairs. The designee from the Provost's Office will review proposed changes and select those to be

considered for a faculty vote. If a proposed change receives a majority approval of faculty voting, in a majority of the academic divisions with undergraduate programs, that proposed change is recommended by the faculty to the Executive Vice President and Provost and to the President.

Proposing a Structural Change

Structural changes in the Core Curriculum are to be considered at five-year intervals unless the Executive Vice President and Provost deem consideration of structural changes necessary at shorter intervals. It will be the responsibility of the Executive Vice President and Provost to initiate each five-year review by charging the Core Curriculum Oversight Committee to reassess all aspects of the Core Curriculum, including its overall purposes and current effectiveness. During this review period, it will be the further responsibility of the Core Curriculum Oversight Committee to solicit proposed changes from all members of the academic community.

Implementing the Proposed Changes

In considering each proposed change, the Committee will solicit comments and advice from the academic divisions. The Committee may also amend proposals. The Committee will vote on all original proposed changes and any amended ones, and will forward to the Executive Vice President and Provost all original proposed changes, amended ones, Committee vote tallies, comments, and recommendations. The Academic Vice President will review the proposed changes, and will select those to be considered for faculty vote by college. If a proposed change receives a majority approval of faculty voting, in a majority of the academic divisions with undergraduate programs, that proposed change is recommended by the faculty to the Executive Vice President and Provost and the President.

Revised by CCOC 12/11/08
Approved by CCOC 10/23/90
Approved by Vice-President for
Academic Affairs 11/5/90

Procedure for Obtaining a New Core Designation

Departments wishing to submit a course for a core curriculum designation should send an electronic copy of the following information to the designee from the Provost's Office.

1. Letter from the department head
The letter should include the rationale for proposing the course for the specific core designation requested, average class size, semesters offered, class enrollment data by division or department for previous three years, and highest degree earned by the faculty who teach the course. If the proposed course is a new course or a course that has not been offered recently, project the frequency with which the course will be offered and the average class size.
2. Course syllabus
The faculty handbook and the academic futures document include the following elements in a well developed course syllabus:

- a. accurate course description
- b. objectives of the course
- c. prerequisites
- d. required text
- e. outcomes assessment
- f. description of assignments
- g. number and nature of examinations
- h. grading policy
- i. policy for make-up tests
- j. attendance policy
- k. course outline

The guidelines used by the appropriate subcommittee should be reviewed to ensure that the material supplied provides the necessary documentation that the course meets the requirements for the designation requested.

If multiple sections of a course are taught, the department head should include a written statement that the material submitted is required by all faculty teaching the course. Similarly, if a course is cross-listed by two or more departments, the department heads involved should include a written statement that the material submitted is required by all departments involved in teaching the course.

Timeline for Obtaining a New Core Designation

Requests to review new courses for core curriculum designation and the required documentation are submitted to the department head. The department head will forward the required materials, approved by the dean, to the designee from the Provost's Office for distribution to Core Curriculum Oversight subcommittee chairs. The appropriate subcommittee will review the materials submitted and obtain any additional information from the department. The subcommittee will review the materials submitted and vote on the proposal at the next scheduled meeting. The subcommittee recommendation will be forwarded to the Core Curriculum Oversight Committee for final approval.

In order for a course to be approved for a Fall term, the request must be submitted to the liaison no later than the first day of classes in the previous Spring semester. In order for a course to be approved for a Spring term, the request must be submitted to the liaison no later than the first day of classes in the previous Fall semester. No requests are reviewed during Summer terms.

If a core designation is approved, the Office of Academic Records and University Registrar will be instructed by the Office for Academic Affairs to add the designation to the course inventory effective fall semester of the following academic year. The registration materials prepared for fall semester will include the core designation.

A course applies for core curriculum credit if the course is approved at the time the course is taken. Faculty and students should consult the core curriculum listing posted on the web to ensure that the core designation is in effect at the time the course is taken.

Retention of Core Designation

Once a course is approved for core curriculum credit, the department must ensure that the academic integrity of the course that was approved is maintained. Substantive changes in course content or requirements must be approved by the Core Curriculum Oversight Committee if the core designation is to be continued. When these changes are made, a course syllabus should be submitted to the Core Curriculum Oversight Committee.

All courses approved for core curriculum credit will be reviewed for continuation. The core curriculum review is coordinated with the five year schedule for review of existing programs. (See "Procedures for Reviewing Courses Granted a Core Designation," p. 13.)

Procedure for Deleting Core Designation

Departments wishing to delete a course for a core curriculum designation should send a letter from the department head, approved by the Dean, to the designee from the Provost's Office, requesting this change. The letter should indicate when the deletion is to become effective. The deadline for submitting this letter is September 15 for courses to be deleted the following Spring term, and January 15 for the following summer and fall term. The designee from the Provost's Office then notifies the Office of Academic Records and University Registrar of the change. No action will be required of the Core Curriculum Oversight Committee.

Revised by CCOC December 11, 2008
Approved by the Core Curriculum Oversight Committee
February 28, 1992

Procedure for Reviewing Courses Granted a Core Designation

Courses accorded a UA core curriculum designation will be reviewed every five years to determine if the core curriculum designation should be continued. The core curriculum review will be coordinated with the schedule for review of existing programs. Courses designated by the Alabama General Studies Committee (AGSC) with designations in the four areas of freshman composition; humanities, literature, fine arts; natural science, mathematics; history and social and behavioral sciences will be reviewed according to the time line established by the AGSC program.

PROCEDURE

- I. The for Academic Affairs will notify the department or program area heads that all courses approved for a core letter designation will be reviewed during the academic year. A copy of the letter will be sent to the dean.
- II. If the department wants a course reviewed, the department head should submit an electronic

copy of the following information to the designee from the Provost's Office.

A. Letter from the department head

The letter should request that the course be reviewed. If the course has been taught irregularly, the department head should project the frequency with which the course will be offered in the future and provide a rationale for continuing the designation if the course is not offered on a regular basis. The letter should also include the highest degree earned by the faculty who teach the course.

B. Course Syllabus

The faculty handbook and the academic futures document include the following elements in a well developed syllabus:

- a. accurate course description
- b. objectives of the course
- c. prerequisites
- d. required text
- e. outcomes assessment
- f. description of assignments
- g. number and nature of examinations
- h. grading policy
- i. policy for make-up tests
- j. attendance policy
- k. course outline

The guidelines used by the appropriate subcommittee should be reviewed to ensure that the material supplied provides the necessary documentation that the course continues to meet the guidelines for core curriculum designation.

If multiple sections of a course are taught, the department or program area head should include a written statement that the material submitted is required by all faculty teaching the course. Similarly, if a course is cross-listed by two or more departments, the department heads involved should include a written statement that the material submitted is required by all departments involved in teaching the course.

If the department wishes to discontinue the core designation, the department head should notify the divisional liaison and the Core Curriculum Oversight Committee chair. The designation will be removed from the Student Information System and the Schedule of Classes Book and the aforementioned web sites.

III. The designee from the Provost's Office sends copies to the appropriate CCOC subcommittee chair for distribution to the Core Curriculum Oversight Committee.

IV. The subcommittee reviews the course material. If additional information is needed in order to make a recommendation, the information is obtained from the department. The subcommittee chair provides an oral and written recommendation to the Core Curriculum Oversight Committee.

At the meeting following the initial presentation by the subcommittee, the Core Curriculum Oversight Committee votes to continue or remove the core letter designation. The designee from the Provost's Office notifies the department and dean of the action taken, and notifies the Office of Academic Records and University Registrar of any changes in designation.

TIME TABLE

1. February 1 -- Designee from the Provost's Office notifies departments of core review.
2. April 15 - Dean's Office submits required material to the designee from the Provost's Office.
3. August 1 - Designee from the Provost's Office sends materials to subcommittee chairs.
4. By November 1 - Core Curriculum Subcommittee has reviewed and voted on the materials submitted.
5. By December 1 - Core Curriculum Oversight Committee votes on subcommittee recommendations.
6. December 15 - Designee from the Provost's Office notifies the dean of Committee action.
7. The Office of Academic Affairs authorizes Office of Academic Records and University Registrar to make appropriate changes in the course inventory.

If a core designation is rescinded, the Office of Academic Records and University Registrar will be instructed to remove the designation from the course inventory effective the summer term of the academic year following the review. Neither the schedule of classes for that interim/summer/fall nor the aforementioned web sites will reflect the core designation.

Revised by CCOC December 11, 2008

Approved by the Core Curriculum Oversight Committee
December 6, 1985

Reviewed and Approved, February 5, 1988

Guidelines for Proposed Courses Requesting C, MA and NS Designations

The University of Alabama core curriculum requires two (2) semesters of a foreign language or equivalent credit by examination, or six (6) semester hours of C designated courses.

Courses approved for C credit for the core curriculum assume that students have a working knowledge of computers. Courses for which a C designation is approved must either substantially integrate the application of appropriate software or require writing computer programs. Students must make extensive use of the computer as a condition for passing the course. Specific aspects of the integration of computer techniques into the appropriate academic discipline must be included in the course syllabus.

The core curriculum requires three (3) semester hours in a course with a mathematics (MA) designation. The mathematics requirement must be satisfied with a mathematics course of 110 or higher.

The core curriculum requires eight (8) semester hours of science, including at least two (2) semester hours of laboratory experience with an N designation. The N designation is limited to broad, introductory courses in the natural sciences focusing on basic scientific processes and involving quantitative or inductive reasoning that includes "hands-on, minds-on" laboratory experiences by

each individual student.

When the core letter designation is requested for a course taught in multiple sections by various faculty members, the material submitted to the Core Curriculum Subcommittee must represent the minimum required by all faculty for all sections. A letter of assurance from the department head must accompany any course with multiple sections proposed for a core designation.

Developed by Core Curriculum Oversight Committee
Subcommittee on Computer, Math and Natural Science
April 4, 1983
Reviewed and revised, Spring 1988
Reviewed and revised Spring 2008

Guidelines for Proposed Courses Requesting H Designation

Study in the humanities addresses the ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion, and the arts, and is fundamental to general education. Minimum requirements include at least 12 semester hours in humanities with a minimum of 3 semester hours in literature, 3 semester hours in the fine arts, and the remaining semester hours from the humanities, which in addition to literature and fine arts include, but are not limited to, philosophy, religious studies, foreign languages, fine art, music, theatre, and dance. As part of the General Studies Curriculum, students must complete a 6 semester-hour sequence in either literature or history.

Courses should be broad in scope and content rather than specific and should emphasize a global perspective. Courses may be at any level (100- to 400-level). Courses in the arts should emphasize history and appreciation rather than performance. Examples in the humanities include, but are not limited to, world literature, art history, music appreciation, comparative religions, and history or origins of dance.

Literature. Courses in literature must present major intellectual and aesthetic ideas, cover multiple genres over a broad historical/literary period, and include substantial in-class/out-of-class writing that encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge. Courses in literature should also consider the subject in its relation to other disciplines and its application to human concerns.

Fine Arts. Courses should be broad in scope and content rather than specific, and should emphasize a global perspective. Courses in fine arts include courses in music, theatre, and aesthetics. These courses must develop a better understanding of the nature and validity of artistic expression through global and multi-cultural perspectives, historical and cultural content, creative processes, and aesthetics and critical thinking.

Foreign Languages. Study in Foreign Languages must emphasize communication skills and knowledge of the culture where the specific language is spoken. Courses at the "Introductory" level must emphasize basic communication skills and knowledge of the culture where the specific

language is spoken. Courses at the "Intermediate" and/or the advanced level must emphasize review and further development of communication skills, and include readings of literary, cultural, and/or historical texts in the language.

Music and Music History. Courses must be at the survey level and incorporate several modes of instruction including lecture, guided listening, and similar experiences involving music. Courses must cover at least 3 stylistic periods, provide a multi-cultural perspective, and include both vocal and instrumental genres in their content.

Philosophy and Religious Studies. Courses in philosophy and religious studies should be broad in scope and content. Courses in professional ethics appropriate for general studies should include a substantial introduction to general ethical theory. Courses that focus on specific religious texts may be appropriate so long as they are not taught from a specific doctrinal perspective.

Theatre. Courses in theatre must develop a general understanding of historical styles, genres, and forms integral to theatre; an understanding of theatre as a reflection of culture and society; and an understanding of the contributions of minorities to theatre. Courses must provide opportunities for participation in theatre performance, production, or promotion. Additionally, courses in theatre must develop an understanding of the various components of theatre production, including directing, acting, scene design, lighting design, costume design, and choreography; an understanding of theatre etiquette, and dramatic structure; and the skills to analyze at least one play, and critique a live performance.

Dance. Courses in dance must develop an understanding of historical styles, genres, and forms integral to dance; an understanding of dance as a reflection of culture and society; and an understanding of the contributions of minorities to the art of dance. Courses must provide opportunities for participation in dance performance, production, or promotion. In addition, courses in dance must develop an understanding of the various components of dance, including choreography, set and lighting design, and dance techniques; an understanding of theatre etiquette; and the skills to analyze and critique dance performance.

Revised by the Core Curriculum Oversight Committee
December 11, 2008

Developed by Humanities and FL Subcommittee
Revised March 7, 1988

Passed by the Core Curriculum Oversight Committee
April 15, 1988

Revised by the Core Curriculum Oversight Committee
January 24, 1992

Guidelines for Proposed Courses Requesting HI or SB Designations

The HI designation will be granted to courses that deal with historical development and change over major periods of time and/or that broadly survey the course of an entire civilization.

The SB designation will be granted to courses that broadly deal with social structures, processes, or institutions; human behavior and interaction; or economic systems.

In determining whether to recommend the HI or SB designations for courses suggested by the various academic departments, the HI and SB Subcommittee will take into account several factors:

1. The Subcommittee recommends the designations for those courses that are non-major-specific.
2. The designations are not intended for courses that are primarily methodological.
3. The Subcommittee favors granting the designations to those courses in which most of the lectures, assignments and other activities are not of an applied nature.
4. In keeping with the rationale for the core curriculum approved by the faculty in 1982, that the 'core requires the breadth expected in general education requirements', courses approved for core designations shall present the most extensive overview of their Historical or Social and Behavioral Science subjects available to students at The University of Alabama. No HI or SB course shall carry core curriculum designation if its content is available in another course with greater breadth. Courses focusing on a single country may be eligible for these core designations if a case is made to the Core Curriculum Committee that their content substantially makes use of comparative perspectives and/or general social science theory.

When a core letter designation is requested for a course taught in multiple sections by various faculty members, the material submitted to the Core Curriculum Oversight Committee must represent the minimum required by all faculty for all sections. A letter of assurance from the department head must accompany any course with multiple sections proposed for a core designation.

Revised by CCOC December 11, 2008

Revised January 24, 1992

Amended October 14, 1983

Developed by the Core Curriculum Oversight Committee
Social and Behavioral Science Subcommittee

April 5, 1983

Statement Regarding Basis for Determining SB Designation for Courses Dealing with a Single Country

Courses focusing on a single country may be considered for an SB designation if materials presented to the Social and Behavioral Science Subcommittee indicate that:

1. consideration of the country's history, geography, social structure, etc. is explicitly contextuated with more general consideration of social processes, structure and behavior,
2. explicit and substantial use of general social science principles and theories is made in considering the country,
3. the country is examined in comparative perspective,

or

4. trends, structures and processes within the country have significantly affected Western or world civilization.

Revised by CCOC December 11, 2008
Social Behavioral Science Subcommittee January 13, 1983

Statement of Clarification Regarding H and SB Designation

In general, there is no reason for courses to be denied the H or SB designation simply because the course is taught outside of the departments with which they are traditionally associated. In preparing proposals of this sort, however, care must be taken to demonstrate that method, goal and perspective of the course are consistent with the traditions of those disciplines and that the faculty designated to teach the course has appropriate credentials.

The second point of clarification has to do with requests for both the H and SB designation for the same course. The intent of the separate designations in the core curriculum was to expose students to two essentially different ways of observing human behavior. In practice, the distinction between these two kinds of courses is often a question of degree rather than of kind, but the Committee considers it important for the distinction to be maintained.

Although it may be difficult to determine if a given course is part of the humanities or social sciences, it will be necessary for faculty to decide that the course will be taught primarily from one perspective or the other. The course cannot be approved for both an H and SB designation.

Revised by CCOC December 11, 2008
Core Curriculum Oversight Committee October 18, 1982

Guidelines for Proposed Courses Requesting W Designation

The core curriculum document passed by the faculty describes the requirement for fulfilling the W designation as follows:

At least six semester hours in 300- and 400- level courses with a W designation preferably in the student's major. The W designation indicates that one of the conditions for a passing grade is that students write coherent, logical, and carefully edited prose in a minimum of two papers, at least one of which will be graded and returned before mid-semester. All W designated courses are taught and graded by instructors who have at least the master's degree, preferably in classes not exceeding thirty-five students. The W requirement must be satisfied in courses taken on this campus.

In W courses, the ability to write "coherent, logical, and carefully edited prose" must be "one

of the conditions for passing the course." This means that a student who does not write with the skill normally required of an upper division student in the discipline will not be given a passing grade, no matter how well she/he performs other course requirements. This stipulation must be clear in the proposal submitted to the Core Curriculum Committee, in the catalog description, in the syllabus, and in any other official descriptions of the course.

In applying the criteria, the Core Curriculum Oversight Committee Subcommittee on Writing has developed some guidelines which may be helpful for those submitting proposals for W designations:

1. The course description should include this statement or its equivalent: "Writing proficiency is required for a passing grade in this course." This stipulation must be made clear in the proposal submitted to the Core Curriculum Oversight Committee, in the catalog description, in the syllabus and in any other official descriptions of the course.
2. Proposals should indicate that the student's writing itself will be graded and commented upon and become part of the assigned grade.
3. The instructor must be willing and able to instruct in writing skills as needed to assist students in meeting the writing requirements of the course.
4. When a request for a W designation is made for a course that is taught in multiple sections by various teachers, the description of the kind and amount of writing to be required must be specific enough to commit each instructor to the minimum required by the core curriculum. A letter of assurance from the department head must accompany any course with multiple sections proposed for a core designation.
5. Proposals should indicate that at least two written, individual assignments are required; group writing assignments or reports are not appropriate.
6. One of the written assignments must be graded and returned by mid-term.
7. Proposals should include an indication of class size (should not exceed 35).
8. Proposals should include an indication of the highest degree held by the proposed instructors of the course (should be at least a Master's Degree).
9. Proposals should indicate that written assignments will require "coherent, logical, and carefully edited prose," not simply summary listings, short reports of findings, or introductions to tabular matter.
10. Proposals should include the number of written assignments that will be graded and may include examples of such written assignments if deemed appropriate by the proposer.

Revised by CCOC December 11, 2008
Developed by the Core Curriculum Oversight Committee
Subcommittee on Writing
September 20, 1983

(See Checklist in Appendix A)

Statement Regarding Use of Final Examination as the Second Paper for a W Course

The major consideration for a W course is that students are required to write two papers which are examples of coherent, logical, and carefully edited prose. Many essay type exams do not meet the criteria. On the other hand, some take home exams might. Thus, it was decided that courses should be approved provided they meet the criteria, and an exam mayor may not be the method in which this is accomplished.

Revised by CCOC December 11, 2008
Core Curriculum Oversight Committee
February 17, 1984

Method of Fulfilling the Foreign Language Requirement of the Core Curriculum for Non-Native Speakers of English

Non-native speakers of English shall be certified as having completed the Core Curriculum foreign language requirement upon qualifying to enroll in English 120 or English 121; they must qualify for enrollment in these courses by passing a placement examination administered by the Director of the English as a Second Language program or by completion of the requisite course in the English Language Institute. The ESL Director will notify the Records Office in writing of the names of all students enrolled in English 120 or 121.

Revised by CCOC December 11, 2008
Passed by the Humanities and FL Subcommittee
March 7, 1988
Approved by the Core Curriculum Oversight Committee
April 15, 1988

Fulfillment of Foreign Language Requirement through the Critical Language Center

If any language is offered both in the non-traditional, tutorial format with the language tapes and also by a faculty member in a conventional classroom setting, the language tapes and tutor approach will not be approved to fulfill the foreign language requirement of the core curriculum. In the event both teaching methods exist, the courses utilizing the language tapes and tutor must be offered under a different number sequence (105: 106, for example).

The committee recognizes that the occasion may arise where both approaches are usually offered but for some reason the faculty member is not available to teach the language during an academic year. In this event, with the approval of the Dean of the College of Arts and Science, the course utilizing the language tapes and tutor can be offered using the 101:102 number sequence until

a faculty member is available to provide classroom instruction.

Core Curriculum Designation for Independent Study Courses

An independent study course will be given the same core curriculum designation as the same numbered course taught on campus if the appropriate department head certifies that the independent study course is taught with the same requirements as when the course is taught on the campus. For example, ANT 101 General Anthropology I, has received a Social Science (SS) designation from the Core Curriculum Oversight Committee and is listed as such in the Core Curriculum Supplement which is published in the class schedule book. If the chairperson of the Department of Anthropology certifies to the Oversight Committee that ANT 101 has the same requirements as when this course is taught on our campus, the core curriculum SS designation will then apply to the independent study course. In the same way, EH 363 - English Bible as Literature has been approved for a W designation. If the head of the Department of English certifies that EH 363c has the same requirements as when the course is taught on our campus, EH 363c will be approved for the core curriculum W designation.

If an independent study course does not have an on-campus course with the same number that has been approved for a core curriculum designation, the independent study course may be submitted for a core curriculum designation by the appropriate department. This procedure would apply if you wish to obtain a core curriculum designation for any independent study course that is not listed in the Core Curriculum Supplement which is published in the class schedule book.

Revised by CCOC December 11, 2008
Memorandum to Director of Independent Study
September 26, 1983

Position on Courses Offered During Interim Term

The purpose of Interim Term is to enable faculty members and students to participate in creative and innovative educational experiences through courses of study which are not normally included in the regular academic term. These courses are not considered for a core curriculum designation.

Sometimes, courses that are a part of the regular curriculum are taught during the Interim Term. The Faculty Senate requested that core designations not apply when the course is taken during the three week Interim Term. After much discussion and a period of allowing departments to petition the committee for an exception to be made, the Core Curriculum Oversight Committee adopted the Faculty Senate's position.

Revised by CCOC December 11, 2008
Approved by the Core Curriculum Oversight Committee
Spring Semester, 1988

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**APPENDIX A-w: Checklist for Reviewing Courses Requesting W Designation
CORE CURRICULUM SUBCOMMITTEE
Checklist for Reviewing Courses Requesting W designation
or Renewal after Five Years or Changes in a Course**

College, Department/Area/Program: _____
 Alpha Course Listing and Number: _____
 Course Name: _____
 Faculty Teaching the Course: _____

Checklist
 (For Subcommittee Use Only)
 Satisfactory (S)
 Unsatisfactory (U)

COVER LETTER from Departmental/Program Chair/Director:

1. 300 to 400 level	S _____ U _____
2. Taught and graded by instructors who have at least the Master's degree	S _____ U _____
3. Prefer class size less than or equal to 35 students	S _____ U _____
4. Multiple sections taught by various instructors will all include the kind and amount of writing required for the W designation	S _____ U _____
5. Written statement that materials submitted for cross-listed courses apply to all departments involved in teaching the course.	S _____ U _____

COURSE SYLLABUS Distributed to Students:

See the syllabus format for consideration of courses for core curriculum inclusion/revision/review. It helps if instructors/chairs will indicate the required components by writing in the margin (not in color, which does not photocopy) the number on this checklist next to the relevant portion of the syllabus (e.g., a circled "4" alongside the indication that two assignments are required).

1. Course description includes statement "writing proficiency is required for a passing grade in this course." Such proficiency includes the ability to write coherent, logical, and carefully edited prose. Syllabi might remind students that W courses should be taken in their own major when possible, and that W requirements must be satisfied in courses taken on this campus.	S _____ U _____
2. Writing itself will be graded and commented upon and become part of the assigned grade. A student who does not write with the skill normally required of an upper division student in the discipline will not be given a passing grade, no matter how well the student performs other course requirements.	S _____ U _____
3. Instructor indicates that she/he is willing and able to instruct in writing skills (might indicate where to find standards for the discipline, or that personnel from the Writing Center may help in class instruction with regard to writing).	S _____ U _____
4. At least two written, individual assignments (group writing assignments/reports are not appropriate).	S _____ U _____
5. One of the written assignments must be graded and returned by mid-term.	S _____ U _____
6. The number and type of written assignments to be graded is to be specified (see the statement concerning take home exams and the 1984 provision [#9 in the Guidelines for Proposed Courses Requesting W Designation] that exclude summary listings, short reports of findings, or introductions to tabular matter).	S _____ U _____

Decision of subcommittee member: Approve _____ Reject _____
 Improper or missing elements _____
 Defer/need the following additional information _____

Decision of subcommittee as a whole: Approve _____ Reject _____
 Improper or missing elements _____
 Defer/need the following additional information _____

APPENDIX A-c: Checklist for Reviewing Courses Requesting C Designation

CORE CURRICULUM SUBCOMMITTEE Checklist for Reviewing Courses Requesting C designation or Renewal after Five Years or Changes in a Course

College, Department/Area/Program: _____
 Alpha Course Listing and Number: _____
 Course Name: _____
 Faculty Teaching the Course: _____

Checklist
 (For Subcommittee Use Only)
 Satisfactory (S)
 Unsatisfactory (U)

COVER LETTER from Departmental/Program Chair/Director:

1. Multiple sections taught by various instructors will all substantially integrate the kind and amount of appropriate software application or computer programming required for the C designation.	S _____ U _____
2. Written statement that materials submitted for cross-listed courses apply to all departments involved in teaching the course,	S _____ U _____

COURSE SYLLABUS Distributed to Students:

See the syllabus format for consideration of courses for core curriculum inclusion/ revision/ review. It helps if instructors/ chairs will indicate the required components by writing in the margin (not in color, which does not photocopy) the number on this checklist next to the relevant portion of the syllabus (e.g., a circled "2" alongside the indication of prerequisite computer knowledge).

1. Course description indicates that extensive use of the computer is a condition for passing the course.	S _____ U _____
2. Pre-requisite computer knowledge (specific course or courses) is clearly stated.	S _____ U _____
3. Computer assignments are graded and constitute a designated portion of the course grade.	S _____ U _____
4. Specific aspects of the integration of computer techniques into the academic discipline are evident.	S _____ U _____

Decision of subcommittee member: Approve _____ Reject _____
 Improper or missing elements _____
 Defer/need the following additional information _____

Decision of subcommittee as a whole: Approve _____ Reject _____
 Improper or missing elements _____
 Defer/need the following additional information _____