

## **AGENDA CCOC October 9, 2020**

### **Review of Charge and Summary Duties**

*Attendees: Amanda Allen, Jeremy Bailin, W. Ross Bryan, Ginger Bishop, Allison Curington, Catherine Del Carmen, Sterling Dozier, Katie Lupica-Ewsuk, Kari Frederickson, Sara Hartley, Robert Henson, Sundar Krishnan, Lorraine Madway, Joyce Meyer, Morgan Milstead, Alessandra Montalbano, Mercy Mumba, Jef Naidoo, Ariane Prohaska, Kenneth Ricks, Lawrence Roberts, Jonathan Shemwell, Steve Tedeschi, Keith Williams, Derek Williamson (chair)*

*Members not in attendance: Tanja Jones, Josh Little, Nicole Swoszowski, Mary Ellen Hanna, Daniel Strickland, Robert Hayes*

#### **1. Welcome and Overview from Dr. Derek Williamson**

- a. Dr. Derek Williamson began the meeting. He reminded everyone that the General Education Task Force is moving forward with plans of developing a new general education core curriculum for UA. When this happens, the committee will still play a large role.
- b. Majority of committee's role is to review courses that are applying for core curriculum status in any characteristic.
- c. 135 courses for fall 2020 being reviewed.
- d. Courses are reviewed every five years.
- e. Between now and Feb. 2, more courses to be reviewed.

#### **2. Member Introductions**

- a. All members introduced themselves.

#### **3. Approval of last meeting minutes**

- a. The March 6, 2020 minutes were approved with a motion by Morgan Milstead and a second by Joyce Meyer.
- b. Motion was approved by all members present with no abstentions.

#### **4. Role of reviewers, subcommittee chairs, chair, and student and associate members – Derek Williamson**

- a. Katie contacted 22 dept. heads in August regarding submission of reauthorization to committee.
- b. Submissions are reviewed by committee.
- c. Templates are used to approve or disapprove.
- d. Dept. chairs attach syllabi and link to each criterion in template.
- e. Reviewers need to include comments on approvals or disapprovals.
- f. Associate members role is support and to answer questions regarding the process of continuity.

**5. How to access assignments/reviews - Katie Lupica Ewsuk**

- a. Katie shared a demonstration/example of core curriculum change request on MyBama.
- b. Changes roll back to dept. chair for approval. Requires comments.
- c. Comments are always visible.
- d. Changes can't be made once you agree or disagree.

**6. Timeframe for Committee and Reviews – Williamson**

- a. Timeframe is 10 days for reviews to be turned in to Dr. Williamson.
- b. Fall reviews are mostly renewals.

**7. List of Resources – Williamson**

- a. <https://provost.ua.edu/core-curriculum-resources/>
- b. <https://provost.ua.edu/core-designation-templates/>
- c. <https://registrar.ua.edu/academics-policies/core-curriculum/#tab=tab-1>

**8. Questions or Concerns??**

**Announcements:**

- **PLEASE KEEP pace with reviews and votes are only real assignment**
- **NEXT Meeting Friday November 13, 11:30 am Zoom:**  
<https://uasystem.zoom.us/j/95264840473?pwd=cTN2aXkyaUkxNS9naE8vRzhITDIhQT09>  
Password: 821423156027

**Enclosures:**

- (1) Members List and Subcommittee Assignments
- (2) Minutes 3-06-2020
- (3) Templates
- (4) Guide to chairs
- (5) Sample bi-weekly email

## **AGENDA CCOC October 9, 2020**

### **Review of Charge and Summary Duties**

- |  |                    |
|--|--------------------|
| 1. <b>Welcome and Overview--</b>   | Williamson         |
| 2. <b>Member Introductions--</b>   | All                |
| 3. <b>Approval of last meeting minutes (03-06-2020)—</b>   | Williamson/All     |
| 4. <b>Role of reviewers, subcommittee chairs, chair, and student and associate members</b>   |                    |
|  | Williamson         |
| 5. <b>How to access assignments/reviews</b>  | Katie Lupica Ewsuk |
| 6. <b>Timeframe for Committee and Reviews--</b>  | Williamson         |
| 7. <b>List of Resources –</b>  | Williamson         |
| a. <a href="https://provost.ua.edu/core-curriculum-resources/">https://provost.ua.edu/core-curriculum-resources/</a>   |                    |
| b. <a href="https://provost.ua.edu/core-designation-templates/">https://provost.ua.edu/core-designation-templates/</a>   |                    |
| c. <a href="https://registrar.ua.edu/academics-policies/core-curriculum/#tab=tab-1">https://registrar.ua.edu/academics-policies/core-curriculum/#tab=tab-1</a> |                    |
| 8. <b>Questions or Concerns??</b>  | All                |

#### **Announcements:**

- **PLEASE KEEP pace with reviews and votes are only real assignment**
- **NEXT Meeting Friday November 13, 11:30 am Zoom:**  
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#### **Enclosures:**

- (1) Members List and Subcommittee Assignments
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- (5) Sample bi-weekly email

**The University of Alabama Core Curriculum Oversight Committee**  
**AY 2020-2021**

	Committee	College	Department	YEAR	Email	
<b>Derek Williamson – Chair</b> , Associate Professor, Civil, Construction, and Environmental Engineering, Engineering 2022	W Hu	CCEE	CCE	2022	<a href="mailto:dwilliamson@eng.ua.edu">dwilliamson@eng.ua.edu</a>	
Jeremy Bailin–Associate Professor, Dept of Physics and Astronomy, A&S 2022	M,NS,C	A&S		2022	<a href="mailto:jbailin@ua.edu">jbailin@ua.edu</a>	<a href="tel:205-348-4613">205-348-4613</a>
Allison M. Curington	FL,H,L,SB	SW	SW	2022	<a href="mailto:amcurington@sw.ua.edu">amcurington@sw.ua.edu</a>	<a href="tel:205-348-3934">205-348-3934</a>
Kari Frederickson – Professor, History, A&S 2021	FL*,H*,L*,SB*	A&S	History	2021	<a href="mailto:kari@ua.edu">kari@ua.edu</a>	<a href="tel:205-348-7103">205-348-7103</a>
Sara Hartley- Associate Professor and Assistant Dean	W and SB	CIS	Comm. Studies	2023	<a href="mailto:sahartley1@ua.edu">sahartley1@ua.edu</a>	<a href="tel:205-348-8599">205-348-8599</a>
Tanja Jones – Associate Professor, A&S 2023	W	A&S	ART	2023	<a href="mailto:tjones10@as.ua.edu">tjones10@as.ua.edu</a>	<a href="tel:205-348-5967">205-348-5967</a>
Josh Little – Instructor, CCB 2021	W	CCB	Accounting	2021	<a href="mailto:littl004@bama.ua.edu">littl004@bama.ua.edu</a>	--
Lorraine Madway – Professor/Associate Dean, Libraries 2022	W	Libr	Libr	2022	<a href="mailto:lmadway@ua.edu">lmadway@ua.edu</a>	<a href="tel:205-348-0513">205-348-0513</a>
Joyce Meyer – Instructor, CCB 2022	W	CCB	Management	2022	<a href="mailto:jmeyer@culverhouse.ua.edu">jmeyer@culverhouse.ua.edu</a>	<a href="tel:205-348-9436">205-348-9436</a>
Morgan Milstead – Instructor, HES 2021	FA,Hu,FL	HES	Hosp. Managemer	2021	<a href="mailto:mmilstead@ches.ua.edu">mmilstead@ches.ua.edu</a>	<a href="tel:205-348-8155">205-348-8155</a>
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Ariane Prohaska – Associate Professor, Criminology and Criminal Justice, A&S, 2021	W	A&S	C&CJ	2021	<a href="mailto:aprohaska@ua.edu">aprohaska@ua.edu</a>	<a href="tel:205-348-7795">205-348-7795</a>
Kenneth Ricks – Associate Professor, Electrical and Computer Engineering, Engineering 2021	C, NS,M	COE	ECE	2021	<a href="mailto:kricks@eng.ua.edu">kricks@eng.ua.edu</a>	<a href="tel:205-348-9777">205-348-9777</a>
Lawrence Roberts – Associate Professor, Mathematics, A&S, 2021	NS*, M*, Hu	A&S	MATH	2021	<a href="mailto:lproberts@as.ua.edu">lproberts@as.ua.edu</a>	<a href="tel:205-348-5072">205-348-5072</a>
Jonathan Shemwell, Assoc. Professor, Department of Curriculum and Instruction, 2022	W	Education	Curr. & Instrc	2022	<a href="mailto:jtshemwell@ua.edu">jtshemwell@ua.edu</a>	
Nicole Swoszowski – Associate Professor, Education 2021	FA, Hu	Education	Special Ed	2021	<a href="mailto:nswosz@ua.edu">nswosz@ua.edu</a>	<a href="tel:205-348-6218">205-348-6218</a>
Stephen Tedeschi – Associate Professor, English, A&S 2021	W*	A&S		2021	<a href="mailto:satedeschi@as.ua.edu">satedeschi@as.ua.edu</a>	<a href="tel:205-348-5065">205-348-5065</a>
Jef Naidoo - Associate Professor, CCB 2023	Fa* and Hu*	CCB	Management	2023	<a href="mailto:jnaidoo@culverhouse.ua.edu">jnaidoo@culverhouse.ua.edu</a>	<a href="tel:205-348-5869">205-348-5869</a>
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Mary Ellen Hanna, Senior Associate Registrar					<a href="mailto:maryellen@ua.edu">maryellen@ua.edu</a>	
Daniel Strickland, Associate Registrar					<a href="mailto:daniel@ua.edu">daniel@ua.edu</a>	
Ginger Bishop, Assistant Provost, Director of Institutional Effectiveness					<a href="mailto:vabishop@ua.edu">vabishop@ua.edu</a>	
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Catharine Del Carmen					<a href="mailto:cmdelcarmen@crimson.ua.edu">cmdelcarmen@crimson.ua.edu</a>	
<b>Administrative Assistant-Minutes</b>						
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\* SubCommittee Chair

Associate Provost Academic Affairs --Dr. Luohan Han

[luoheng.han@ua.edu](mailto:luoheng.han@ua.edu)

### 2020-2021 CCOC Committee Assignments

Committee	Renewal #s	Members
Computer	7	Williams*, Ricks, Bailin
Fina Arts	2	Naidoo*, Swoszowski. Milstead,
Humanities	26	Naidoo*, Swoszowski. Milstead, Williamson, and Roberts
Foreign Language	10	Frederickson*, Currington, Montalbano, Milstead
History	0	Frederickson*, Currington, Montalbano,
Literature	4	Frederickson*, Currington, Montalbano
Social & Behavioral	9	Frederickson*, Currington, Montalbano,
Math	0	Roberts*, Ricks, Bailin, and Williams
Natural Science	13	Roberts*, Ricks, Bailin, and Williams
Writing	66	Tedeschi*, Hartley, Jones, Little, Madway, Meyer, Mumba, Prohaska, Shemwell, Krishnan, Williamson
Freshmen Comp	0	Tedeschi*, Jones, Little

\* Subcommittee Chair

### 2020-2021 CCOC SubCommittee Chairs

Core Designation	SubCommitt ee Chair	Email
Computer	Kieth Williams	kwilliams@eng.ua.edu
Fine Arts	Jeff Naidoo	jsnaidoo@culverhouse.ua.edu
Foreign Language	Kari Fredrickson	kari@ua.edu
Freshmen Comp.	Stephen Tedeschi	satedeschi@as.ua.edu
History	Kari Fredrickson	kari@ua.edu
Humanities	Jeff Naidoo	jsnaidoo@culverhouse.ua.edu
Literature	Kari Fredrickson	kari@ua.edu
Social & Behavioral	Kari Fredrickson	kari@ua.edu
Math	Lawrence Roberts	lproberts@as.ua.edu
Natural Science	Lawrence Roberts	lproberts@as.ua.edu
Writing	Stephen Tedeschi	satedeschi@as.ua.edu

Core Curriculum Oversight Committee

March 6, 2020

11:30am – 1:00pm

G55 Rose

*Attendees: Cory Armstrong (chair), Katie Lupica-Ewsuk, Donna Meester, Joyce Meyer, Morgan Milstead, Mercy Mumba, Regina Range, Kenneth Ricks, Lawrence Roberts, Jonathan Shemwell, Rachel Stephens, Stephen Tedeschi, Chris Whaley, Susan Williams, Derek Williamson*

*Members Not in Attendance: Jeremy Bailin, Ginger Bishop, W. Ross Bryan, Allison Curington, Sterling Dozier, Kari Frederickson, Abigail Gorbett, Mary Ellen Hanna, Robert Hayes, Will Henson, Josh Little, Lorraine Madway, Ariane Prohaska, Sam Rickert, Daniel Strickland, Nicole Swoszowski, Keith Williams*

*Guests: Russ Lamoureux (Minutes), Chapman Greer and Andre Denham*

**1. Welcome from Cory Armstrong**

- a. Cory Armstrong begins the meeting. She shows the list of courses that still need reviewing and says that if everything is complete by April 1<sup>st</sup> there will not be a need for an April meeting.

**2. Approval of Minutes from February Meeting**

- a. The February 7, 2020 minutes were approved with a motion by Derek Williamson and a second by Joyce Meyer.
- b. Motion was approved by all members present with no abstentions.

**3. GET Task Force Update – Chapman Greer and Andre Denham**

- a. The General Education Task Force came to talk about their progress.
  - i. They discussed their findings from a survey done at UA.
  - ii. They have been reviewing other universities programs from each state and found some interesting ideas.
  - iii. They are looking to complete this process and start implementation by fall of 2024.

**4. CORE Reviews Update – Katie Lupica-Ewsuk**

- a. Katie updated the committee on the courses remaining for review. There are only a few still going through the system.

**5. Freshman Composition Template Update Proposal – Morgan Milstead**

- a. Morgan Milstead brings the most updated Freshman Comp template proposal to the committee.
  - i. They added a descriptor sentence at the top of the template as well as points 1 and 2 (see template attached at the end of this document) for consistency.

- ii. The committee decided that 22 is an acceptable number for class size but to remove the parenthetical from the proposed template for point number 9.
- iii. Finally the committee suggested changing point number 10 to read as follows: “At a minimum, all classes will require the equivalent of 4 written assignments totaling 6500 words.
- iv. This template was approved with a motion from Derek Williamson and a second by Kenneth Ricks. This motion was approved 14-0 with no abstentions.

**6. Natural Science Template Update Proposal – Lawrence Roberts**

- a. The new template adds points 9, 10, and 11 to be more specific on what they are looking for. Currently there is an issue of professors adding too much or not enough information in their syllabus- Lawrence hopes this change will fix that. (Please see the attached natural science template at the end of this document).
- b. On this template, points 1-5 are the affirmations, 9-11 are the substantive parts that are up for review.
- c. The committee suggest changing point number 9 to “This course includes a weekly lecture and laboratory/field experience.”
- d. This template was approved with a motion from Morgan Milstead and a second by Derek Williamson. This motion is approved by all with no abstentions.

**7. College of Engineering Request for 35-person Waiver on W Course – Derek Williamson**

- a. The college of engineering requested for a waiver on the requirement of less than 35 students in a W course for CE 401 and CE 403. Derek explained that this is for a senior design course, and due to scheduling reasons they cannot break the class up. However, when the class actually meets, the students are divided up into two groups, and all grades are handled by a professor and a graduate teaching assistant, so they meet the requirement for less than 35 students per instructor.
- b. This waiver was approved with a motion from Kenneth Ricks and a second by Stephen Tedeschi. This motion was approved 14-0 with no abstentions.

***The CCOC will meet on April 10<sup>th</sup>, 2020 at 11:30am in NERC 1012.***

## **Freshman Composition (FC)**

**Updated: March 6, 2020**

**Freshman Composition (FC) courses to satisfy the Freshman Composition designation must be courses that emphasize diverse rhetorical strategies and metacognition at the 100 level.**

1. Is this a renewal of an existing course?
2. A copy of the requirements for an FC-designated course will be provided to each individual who teaches the course.
3. Class sizes should be no higher than 22.

*Numbers 1-3 are affirmations by the unit and not by CCOC.*

4. All classes will emphasize the development of diverse rhetorical strategies—writing in different ways for different audiences for different purposes.
5. All classes will emphasize critical thinking skills, such as analysis, synthesis, interpretation, and evaluation.
6. All classes will emphasize writing as a recursive process. Students will compose multiple drafts for each assignment, and will have multiple and timely opportunities for timely peer and instructor feedback.
7. All classes will emphasize sentence-level conventions (grammar, punctuation, usage, citation) appropriate to the genre/assignment at hand.
8. All classes will emphasize metacognition, or students' ability to reflect on their thinking.
9. All classes should be taught by GTAs or instructors with a minimum of 18 hours graduate coursework.



10. At a minimum, all classes will require the equivalent of four writing assignments totaling at least 6,500 words.

### **Current Freshman Composition Template:**

1. All classes are taught by GTA's or instructors with a minimum of 18 hours graduate coursework.
2. Class sizes should be consistent with national standards, such as follows: For maximum enrollment of 24. For EN 103/104, maximum enrollment of 18.
3. Revision, with attention to purpose, development, style, grammar, punctuation, and spelling
4. Collaboration
5. Varied rhetorical strategies
6. Audience awareness
7. Conventions of academic writing
8. Citation formatting
9. Metacognition-thinking about writing habits
10. Availability of the instructor outside the classroom
11. Number of class meetings devoted to writing instruction
12. Six writing assignments totaling 6500 words
13. Prompt return of all writing assignments (i.e., before the next assignment is due)
14. Freshman-level proficiency in writing required for a passing grade

**Natural Science (N)**  
**Approved by CCOC on March 6, 2020**

Courses being considered for the Natural Science (N) designation should include a hands-on laboratory or field experience that emphasizes the scientific method and analysis of data and does not primarily consist of watching demonstrations. Note: for AGSC approval, courses must be at the 100- or 200-level.

1. Is this a renewal of an existing core-designated course?
2. A copy of the requirements for an N-designated course will be provided to each individual who teaches the course.
3. Multiple sections taught by various instructors will all meet the minimum requirements for the N designation described in this proposal / application.
4. The course is broad in scope and content rather than specific to a sub-discipline.
5. The course is not limited to majors in any discipline.

*Numbers 1-5 are affirmations by the unit and not by CCOC.*

6. The course presents the essential characteristics and basic processes of inquiry and analysis in the discipline(s).
7. The course encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge.
8. The course considers its subject in relation to other disciplines and to the human condition.
9. The course includes a weekly lectures and laboratories or field experiences.
10. The syllabus indicates that the laboratory or field experience emphasizes student participation, the scientific method, and analysis of data. It does not primarily consist of watching demonstrations.
11. The syllabus includes a list showing 1) the topics for the course, 2) titles/descriptions of the laboratory or field experiences, and 3) how the laboratory or field experiences correspond to the course topics.

## Natural Science (N)

*Courses being considered for the Natural Science (N) designation should include a hands-on laboratory or field experience that emphasizes the scientific method and analysis of data, and does not primarily consist of watching demonstrations. Note: for AGSC approval, courses must be at the 100- or 200-level.*

1. Is this a renewal of an existing core-designated course?
2. A copy of the requirements for an N-designated course will be provided to each individual who teaches the course.
3. Multiple sections taught by various instructors will all meet the minimum requirements for the N designation described in this proposal / application.
4. The course is broad in scope and content rather than specific to a sub-discipline.
5. The course is not limited to majors in any discipline.
6. The course presents the essential characteristics and basic processes of inquiry and analysis in the discipline(s).
7. The course encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge.
8. The course considers its subject in relation to other disciplines and to the human condition.
9. The course includes a weekly laboratory or field experience.
10. The syllabus indicates that the laboratory or field experience emphasizes student participation, the scientific method, and analysis of data. It does not primarily consist of watching demonstrations.
11. The syllabus includes a list showing 1) the topics for the course, 2) titles/descriptions of the laboratory or field experiences, and 3) how the laboratory or field experiences correspond to the course topics.

## Core Curricula Templates Fall 2020

**Fine Arts (FA):** Courses being considered for the Fine Arts (FA) designation should emphasize history and appreciation rather than performance. Courses in Fine Arts include courses in music, theater, and aesthetics.

1. Is this a renewal of an existing core-designated course?
2. A copy of the requirements for an FA-designated course will be provided to each individual who teaches this course.
3. Multiple sections taught by various instructors will all meet the minimum requirements for the FA designation described in this proposal/application.
4. The course develops a better understanding of artistic expression and creative processes through historical and/or cultural content, aesthetics and/or critical thinking.

**Foreign Language (FL):** Courses being considered for the Foreign Language (FL) designation should emphasize communication skills and knowledge of the culture where the specific language is spoken. Courses that are also requesting the HU designation must submit a separate form for that designation. Note: for AGSC approval, courses must be at the 100- or 200-level. Please consult the AGSC site for specifics.

1. Is this a renewal of an existing core-designated course?
2. A copy of the requirements for an FL-designated course will be provided to each individual who teaches the course.
3. Multiple sections taught by various instructors will all meet the minimum requirements for the FL-designation described in this proposal / application.
4. If this is an introductory course, does the course emphasize basic communication skills and knowledge of the culture where the specific language is spoken; if this is an intermediate/advanced course, does the course emphasize review and further development of communication skills, and include readings of literary, cultural and/or historical texts in the language?

**History (HI):** Courses being considered for the History (HI) designation should deal with historical development and change over major periods of time and/or broadly survey the course of an entire civilization. Note: For AGSC approval, courses must be at the 100 or 200 level. Please consult the [AGSC site](#) for specifics.

1. Is this a renewal of an existing core-designated course?
2. A copy of the requirements for an HI-designated course will be provided to each individual who teaches the course.
3. Multiple sections taught by various instructors will all meet the minimum requirements for the HI designation described in this proposal / application.
4. This course is not limited to majors in any discipline.

5. This course presents the most extensive overview of the major course content available to students at The University of Alabama. No course shall carry the HI designation if its content is available in another course with greater breadth.
6. The course presents the essential characteristics and basic processes of inquiry and analysis in the discipline.
7. The course encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge.
8. The course considers its subject in relation and its application to human concerns.
9. The course is not primarily methodological.
10. The course does not focus on professional skills.
11. The course deals with historical development and change over major periods of time and/or broadly surveys the course of an entire civilization.
12. The course provides a survey of social, cultural, economic, and political developments that have molded human civilization.

**Humanities (HU):** Courses being considered for the Humanities (HU) designation should address students' ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion, and the arts, and should be fundamental to general education.

1. Is this a renewal of an existing core-designated course?
2. A copy of the requirements for an HU-designated course will be provided to each individual who teaches the course.
3. Multiple sections taught by various instructors will all meet the minimum requirements for the HU designation described in this proposal / application.
4. The course addresses questions of values, ethics, or aesthetics in humanistic fields of learning, including but not limited to literature, philosophy, religious studies, speech, foreign languages, art, music and dance.
5. The course is broad in scope and takes a global, analytical perspective on the subject matter.
6. The course emphasizes history and appreciation of the humanities, rather than performance.

**Literature (L):** Courses being considered for the Literature (L) designation 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. Courses that are also requesting HU must submit a separate form for that designation. Note: for AGSC approval, courses must be at the 200-level. Please consult the [AGSC site](#) for specifics.

1. Is this a renewal of an existing core-designated course?
2. A copy of the requirements for an L-designated course will be provided to each individual who teaches the course.
3. Multiple sections taught by various instructors will all meet the minimum requirements for the L designation described in this proposal / application.

4. The course presents major intellectual and aesthetic ideas.
5. The course covers multiple genres over a broad literary/historical period.
6. The course is broad in scope and content and takes a global and/or analytical perspective of the subject matter.
7. The course includes writing that encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge of literature.

**Mathematics (MA)** Courses that satisfy the Mathematics designation must be problem-solving courses at the level of college algebra or higher. Remedial courses will not be considered.

1. Is this a renewal of an existing core-designated course?
2. A copy of the requirements for an MA-designated course will be provided to each individual who teaches the course.
3. Multiple sections taught by various instructors will all meet the minimum requirements for the MA designation described in this proposal / application.
4. The course is broad in scope and not limited to majors in any discipline
5. Does the course require students to demonstrate an understanding of basic mathematical topics (e.g. linear, quadratic, exponential, and logarithmic functions or sets and probability) and their various representations (e.g. algebraic, graphical, tabular)?
6. Does the course emphasize mathematical abstraction as a means to unify and understand patterns of reasoning that occur in different contexts?
7. Does the course require students to use symbolic reasoning as a tool to de-contextualize problems, solve them, and then re-interpret the results in the original context?
8. Does the course require students to use symbolic reasoning to justify the correctness of those solutions to themselves and others?

**Natural Science (N):** courses being considered for the Natural Science (N) designation should include a hands-on laboratory or field experience that emphasizes the scientific method and analysis of data and does not primarily consist of watching demonstrations. Note: for AGSC approval, courses must be at the 100- or 200-level.

1. Is this a renewal of an existing core-designated course?
2. A copy of the requirements for an N-designated course will be provided to each individual who teaches the course.
3. Multiple sections taught by various instructors will all meet the minimum requirements for the N designation described in this proposal / application.
4. The course is broad in scope and content rather than specific to a sub-discipline.
5. The course is not limited to majors in any discipline.
6. The course presents the essential characteristics and basic processes of inquiry and analysis in the discipline(s).

7. The course encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge.
8. The course considers its subject in relation to other disciplines and to the human condition.
9. The course includes weekly lectures and laboratories or field experiences.
10. The syllabus indicates that the laboratory or field experience emphasizes student participation, the scientific method, and analysis of data. It does not primarily consist of watching demonstrations.
11. The syllabus includes a list showing 1) the topics for the course, 2) titles/descriptions of the laboratory or field experiences, and 3) how the laboratory or field experiences correspond to the course topics.

**Social and Behavioral Sciences (SB):** Courses being considered for the Social and Behavioral Sciences (SB) designation should deal primarily with the study of human behavior, social structures, or economics. Note: for AGSC approval, courses must be at the 100- or 200-level.

1. Is this a renewal of an existing core-designated course?
2. A copy of the requirements for an SB-designated course will be provided to each individual who teaches the course.
3. Multiple sections taught by various instructors will all meet the minimum requirements for the SB designation described in this proposal / application.
4. This course is not limited to majors in any discipline.
5. This course presents the most extensive overview of the major course content available to students at The University of Alabama. No course shall carry the SB designation if its content is available in another course with greater breadth.
6. The course presents the essential characteristics and basic processes of inquiry and analysis in the discipline.
7. The course encourages the development of critical thinking skills and requires students to analyze, synthesize, and evaluate knowledge.
8. The course considers its subject in relation and its application to human concerns.
9. The course is not primarily methodological.
10. The course does not focus on professional skills.
11. The course is concerned primarily with social structures, processes and institutions. The majority of substantive course content deals with: (a) a highly salient institution or process of importance to a broad range of societies; or (b) complexes of institutions and processes of broad social importance.
12. The course does not focus on any particular country, region, or state unless 1) the geographical unit's history, geography, social structure, etc. is explicitly considered within the context of more general social processes, structure, and behavior. OR 2) explicit and substantial use of general social science principles and theories is made in considering the geographical unit OR 3) the unit is examined in comparative perspective; OR 4) trends, structures and processes within the unit have significantly affected Western or world civilization.
13. The course deals primarily with the study of human behavior, and/or social, cultural, economic, and political developments that have molded the modern world



**Computer (C):** Courses being considered for the Computer (C) designation should build on prior computing knowledge and expand this knowledge through the instruction of additional computing techniques or the application of existing techniques to relevant application areas within the specific discipline.

1. Is this a renewal of an existing core-designated course?
2. Course description includes statement “Computing proficiency is required for a passing grade in this course.” This stipulation must be in the syllabus, in the course description, and in any other official descriptions of the course.
3. The specific software to be used in the course is clearly stated in the syllabus.
4. Does the course provide students with additional training within the field of general computing or provide additional instruction related to discipline-specific computing skills and applications?

**Writing (W):** Courses being considered for the Writing (W) designation should be 300- or 400-level courses, build on student competency in academic writing skills, and aim to extend those skills, as appropriate, through the instruction of normal writing standards for their major discipline of study.

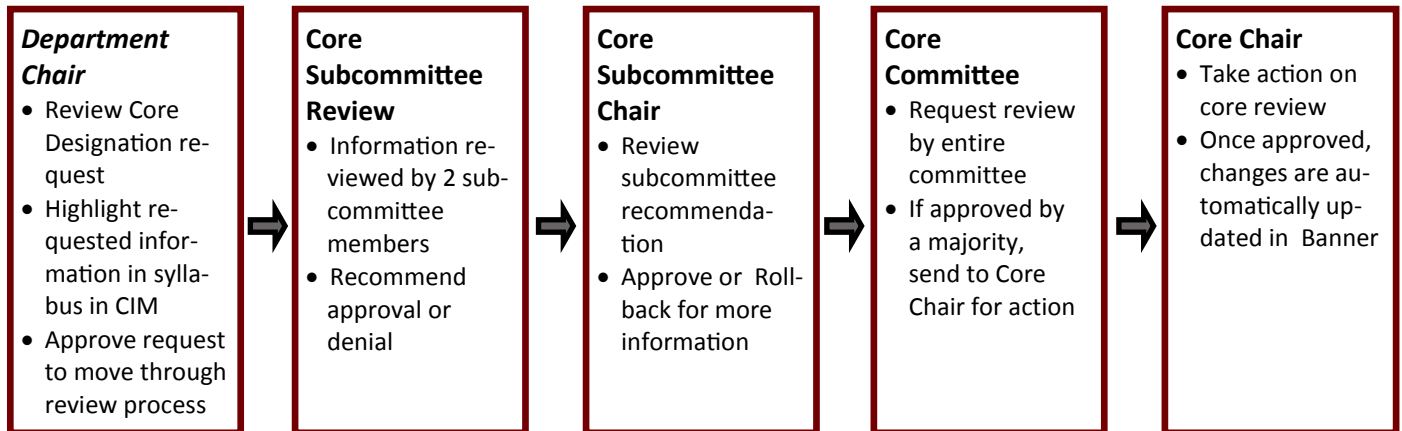
1. Is this a renewal of an existing core-designated course?
2. Course is taught and graded by instructors who have at least a Masters degree.
3. Instructor is willing and able to teach writing skills as needed to assist students in meeting the writing requirements of the course.
4. Multiple sections of the course taught by various instructors will include description of the kind and amount of writing that is both specific and consistent.
5. All sections of the course are less than or equal to 35 students. Any proposals that cannot adhere to the 35-person cap must provide justification to be approved by CCOC.
6. Course description include the following statements, verbatim: “Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.”
7. Course syllabus indicates that written assignments require coherent, logical, and carefully edited prose. These assignments should require students to demonstrate higher-level critical thinking skills, such as analysis and synthesis.
8. Course syllabus states that at least two written, individual assignments are required.
9. Course syllabus indicates that one of the written assignments will be graded and returned by mid-term.
10. Course syllabus must state that rubrics are available for each assignment.

**Freshman Composition** (FC) courses to satisfy the Freshman Composition designation must be courses that emphasize diverse rhetorical strategies and metacognition at the 100 level.

1. Is this the renewal of an existing course?
2. A copy of the requirements for an FC-designated course will be provided to each individual who teaches the course.
3. Class sizes should be no higher than 22.
4. All classes will emphasize the development of diverse rhetorical strategies-writing in different ways for different audiences for different purposes.
5. All classes will emphasize critical thinking skills, such as analysis, synthesis, interpretation, and evaluation.
6. All classes will emphasize writing as a recursive process. Students will compose multiple drafts for each assignment, and will have multiple and timely opportunities for timely peer and instructor feedback.
7. All classes will emphasize sentence-level conventions (grammar, punctuation, usage, citation) appropriate to the genre/assignment at hand.
8. All classes will emphasize metacognition, or students' ability to reflect on their thinking.
9. All classes should be taught by GTAs or instructors with a minimum of 18 hours of graduate coursework.
10. At a minimum, all classes will require the equivalent of four writing assignments totaling at least 6,500 words.

# Core Curriculum 5-Year Review Process Guide for Department Chairs

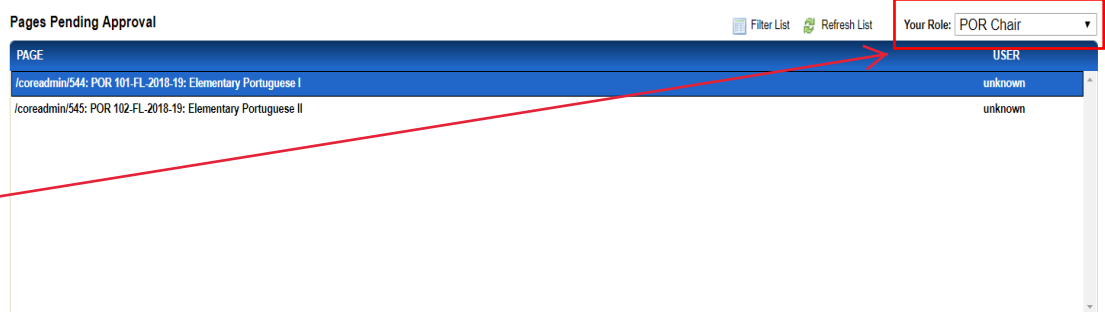
All existing courses that carry a core designation are reviewed every five years by the Core Curriculum Oversight Committee (CCOC) according to the [Departmental Core Review Schedule](#) to ensure that the course continues to meet the criteria required for maintaining its classification. Department Chairs are responsible for using the **Course Inventory Management System (CIM)** in conjunction with the **Online Syllabus Management System (OSM)** to complete the core review proposals for these courses. The core review approval process is as follows:



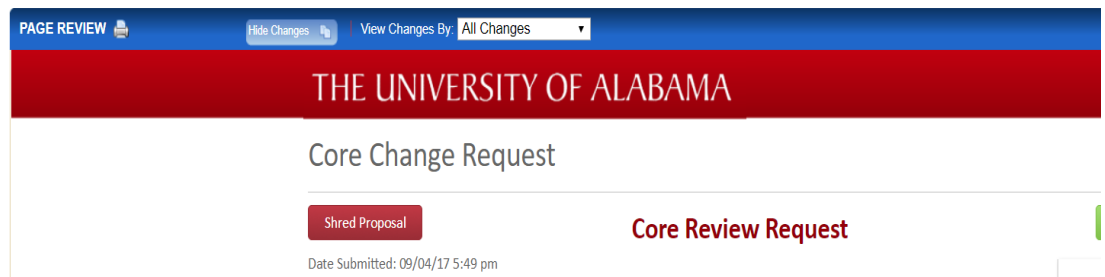
The steps below list instructions for how to complete auto-generated core review proposals for existing courses that do not require any edits. If you need to edit the course in some way (i.e. course title, description, prerequisites, etc.), then please refer [to this guide](#) for additional instructions.

1. Log into the CourseLeaf Approval Queue: <http://courseinventory.ua.edu/approve/>

2. Select the Chair role that matches the **subject code** of the course (which may differ from the department code)



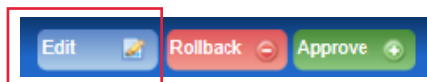
3. Select the appropriate "coreadmin" proposal that appears in the window below.



Continued on next page

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4. In the PAGE REVIEW field, click **"Edit"**.



5. Click **"Edit Syllabus"** that appears under the core review proposal title in the new window.

## Core Review

### Core Proposal

Editing: **POR 101-FL-2018-19: Elementary Portuguese I**

[Edit Syllabus](#)  
[Refresh Syllabus](#)

Course Code	POR 101
Course Title	Elementary Portuguese I
Core Attribute	Foreign Language (FL)

Foreign Language (FL)

6. Edit the required fields of the syllabus.
7. When you have finished building your syllabus, click the **Manage** tab, then **"Publish"** as shown. Click on the **"click here"** link near the top of the syllabus to return to the core review proposal

Document

## Test Course

TEST 101 | 3 Credit Hours

When you have finished updating and published or republished this syllabus, [click here](#) to return to the CourseLeaf CIM form.

CONTENTS

MANAGE

Not Published: **PUBLISH**

Import: IMPORT CONTENT

8. After you have published your syllabus, you can edit the core review form. Complete the form by answering ALL the yes/no questions. Note: If additional syllabus updates have been made, you made need to click the "Refresh Syllabus" link on this page as well.

## Core Review

### Core Proposal

Editing: **TEST 101-W-2018-19: Test Course**

[Edit Syllabus](#)  
[Refresh Syllabus](#)

Course Code	Course Code	TEST 101
Course Title	Course Title	Test Course
Core Attribute		Writing (W)

### Writing (W)

Courses being considered for the Writing (W) designation should be 300- or 400-level courses, build on student competency in academic writing skills, and aim to extend those skills, as appropriate, through the instruction of normal writing standards for their major discipline of study.

Taught and graded by instructors who have at least a Masters degree.	<input checked="" type="radio"/> Yes <input type="radio"/> No
Instructor is willing and able to teach writing skills as needed to assist students in meeting the writing requirements of the course.	<input checked="" type="radio"/> Yes <input type="radio"/> No
Class size is less than or equal to 35 students.	<input checked="" type="radio"/> Yes <input type="radio"/> No
Multiple sections of the course taught by various instructors will include description of the	<input checked="" type="radio"/> Yes <input type="radio"/> No

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10. To use the highlight tool for each "Select in Syllabi" link, highlight the selected text and click **"Mark Selection"**

11. Click **"Save"**

12. Once you are finished answering all questions, click **"Save Changes"** at the bottom of the core review form

13. In the PAGE REVIEW field of the approval queue, click **"Approve"** to complete this process.

The screenshot shows a web form titled "Select in Syllabi" for a "Test Course" (TEST 101 | 3 Credit Hours). The form includes sections for "Prerequisites", "Course Description", "Required Texts", and "Student Learning Outcomes". The "Course Description" and "Required Texts" sections contain yellow highlighted text. The "Student Learning Outcomes" section has a "Mark Selection" button highlighted with a yellow box. An arrow points from the instruction text to this button. Other buttons visible are "Clear Selection", "Save", and "Cancel".

This screenshot shows the bottom of the core review form with two buttons: a red "Cancel" button and a grey "Save Changes" button. The "Save Changes" button is highlighted with a red box.

This screenshot shows the approval queue with three buttons: "Edit" (blue), "Rollback" (red), and "Approve" (green). The "Approve" button is highlighted with a red box.

**If you make a mistake in selecting the appropriate parts of the syllabus, contact [schedule@ua.edu](mailto:schedule@ua.edu) and ask that they shred the proposal.**

Derek,

This is a notification that you have pending core review proposals to which you have been assigned. The attached PDF contains a list of all such proposals. Please visit the [CourseLeaf Pending Assignment Page](#) to view and complete your assignments.

If you have any questions about the CourseLeaf functionality, please email [the Office of the University Registrar](#).

If you have questions regarding the content of a particular review, please contact the Chair of the CCOC.

PDF...

Pending Core Review Proposals				
10/8/2020				
Page No.1 of 1				
Derek Williamson				
Course	Title	Workflow Step	Review Start Date	Days In Workflow
BUT 102-SB-2021-22	Foundation II	SB CoreSubReview	2020-09-11 15:01:51	26
AMS 204-HU-2021-22	Introduction to Western American Studies	HU CoreSubReview	2020-10-06 14:45:32	1
Number of Reviews Pending: 2				