<u>New Course with Core</u>

Click <u>here</u> for detailed "how to" information related to courses.

Expectations of Proposers

Proposers are expected to fulfill the responsibilities listed below.

- Submit proposal correctly, according to the instructions provided.
- Prior to launching, review the proposal against the Senate's course checklist (available <u>here</u>) and ensure all questions are responded to appropriately.
- Respond to queries in a timely manner.
- Periodically check on the progress of the proposal.

Instructions for Creating and Launching a New Course with Core Proposal

1. Assume all instructions and questions include "please."
2. Complete all necessary fields. Required fields are denoted with an asterisk (*).

    a. To save changes and return later, click "Save All Changes."
    b. Check the proposal against the Senate's course checklist (available <u>here</u>).
    c. Ensure syllabi and any other associated files are uploaded via the "Files" tab.

3. After making edits in all required fields, uploading all necessary files, and reviewing the proposal for compliance with the Senate's checklist, click "Validate and Launch Proposal."

    a. A notice will appear if there are errors. If so, click "Show Me" and fix the errors.

4. Launch the proposal by clicking "Launch and Validate."
5. On a monthly basis, click on "Workflow Status" to check on the progress of the proposal.

Required fields are denoted by an asterisk (*).

Is this course clinical? Also select "Yes" if the course is not clinical but you wish for the course to be reviewed by the HCCC.*
<div align="center"><u>New Course with Core</u></div>

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◯ Yes
◯ No

1. General Information

1.a Course prefix*

1.b. Course number*

1.c. Home college*

1.d. Home educational unit (school, department, college)*

1.e. Course title*

The FULL title of the course needs to be written out in the first box and IF the title is more than 40 characters, THEN, the title needs to be shortened for the insertion on the transcript. The full title of the course is what is put in the Catalog and the second is what is inserted on the transcript.

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extra

1.f. Transcript title (if full title is more than 40 characters)*

[   ]

1.g. Will the course be cross-listed with another course?*

◯ Yes
◯ No

If "Yes," list the course prefix and number the course will be cross-listed with

[   ]

Using the "Files" tab, attach a letter of support from the chair of the cross-listing department.

1.h. Proposer's name*

[   ]

1.i. Email*

[   ]

1.j. Phone number*

[   ]

1.k. What is the requested effective date? Making course proposals effective for the fall semester is a best practice. No course will be made effective until all approvals are received.*

◯ Fall semester following approval
◯ Specific term

If specific term, what term and year?

[   ]

<u>New Course with Core</u>

1.l. Proposers, departments, and colleges are responsible for submitting proposals that comply with Senate policies. Affirm below that the proposer used the Senate's course checklist while developing this proposal.*

○ Proposer read and complied with the policies described on the Senate's course checklist.

Click here to access Senate's [course](#) checklist.

2. Overview of Proposal

2.a. What is the rationale for this proposal?*

2.b. Will this course be part of a proposed new program, or will it be a new requirement for an existing program?*

○ Yes ○ No

If "Yes," list the program(s) below and describe. Note that a program proposal must be submitted to create or change a program.

2.c. Will this course serve students primarily within the degree program?*

○ Yes ○ No

Describe/explain the types of students who will utilize this course

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2.d Does this course need to also be approved for distance learning (DL) delivery?*

○Yes ○No

You must also submit the Distance Learning Form (bottom of this page) in order for the proposed course to be considered for DL delivery.

3. Course Details

3.a. Course description for Schedule of Classes*

3.b. Prerequisites, if any:

SPECIAL NOTE REGARDING PREREQUISITES:

Prerequisites must relate to educational achievement and suggest particular academic preparedness. Prerequisites are enforced for every section, remain in place from term to term, and require Senate approval. Valid types of prerequisites are described below.

- Restricts enrollment based on test score
- Restricts enrollment based on completion of previous course
- Restricts enrollment based on achievement of specific test score (AP, SAT, etc.)
- Restricts enrollment based on a student having earned a specific grade in a prior course

For more information, access the Senate's course checklist, available on the Senate's website.

3.c. Number of credit hours*

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3.d. Using the fields below, provide the number of actual contact hours that are applicable for each meeting type. (Courses may be comprised of more than one meeting type.)

Generally, undergraduate courses are developed such that 1 semester hour of credit represents 1 hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting generally represents at least 2 hours per week for a semester for 1 credit hour. (See Senate Rules Section 5)

For courses with variable credit, use the following format: #-## (numberdashnumbernumber)

Lecture:

Laboratory:

Clinical:

Colloquium:

Seminar:

Studio:

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Recitation:

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Residency:

<div style="border:1px solid #aaa; height:70px;"></div>

Discussion:

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Indep. Study:

<div style="border:1px solid #aaa; height:70px;"></div>

Practicum:

<div style="border:1px solid #aaa; height:70px;"></div>

Research:

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3.e. Will this course be repeatable for additional credit?*

○ Yes ○ No

If "Yes," what is the maximum number of credit hours

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If "Yes," will this course allow multiple registrations during the same semester?

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<u>New Course with Core</u>

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3.f. Identify a grading scale*

○ Letter (A, B, C, etc.)

○ Pass/Fail

○ Medicine Numeric Grade

○ Graduate Level Grade Scale

3.g. Will this course be taught off campus?*

○ Yes   ○ No

If "Yes," provide the off-campus address

[   ]

3.h. Is the course at the 400G- or 500-level?*

○ Yes   ○ No

If "Yes," confirm the course syllabus either requires (i) the completion of additional or distinct assignments by the enrolled graduate students; and/or (ii) the establishment of different grading criteria in the course for undergraduate versus graduate students, reflecting a higher standard for graduate students.*

☐ Yes

☐ Not applicable

4. Enrollment and Resources

4.a. Are facilities and personnel necessary for the proposed new course available?*

○ Yes   ○ No

4.b. Course will be offered (check all that apply):*

☐ Fall   ☐ Spring   ☐ Summer   ☐ Winter

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4.c. Will the course be offered every year?*

◯ Yes   ◯ No

If No, explain:

[   ]

4.d. What enrollment (per section per semester) may reasonably be expected?*

[   ]

4.e. Check the box that best describes the course*

◯ Traditional – Offered in corresponding departments at universities elsewhere

◯ Relatively new – Now being widely established

◯ Not yet found in many (or any) other universities

Distance Learning Form   ▲

This form must accompany <u>every</u> submission of a new/change course form that requests a change in delivery mode. All fields are required!

<u>New Course with Core</u>

<u>Introduction/Definition:</u> For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available <u>here</u>).

Instructor Name:

Instructor Email:

Check the method below that best reflects how the majority of the course content will be delivered.

○ Internet/Web-based

○ Interactive Video

○ Hybrid

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for DL student is comparable to that of a classroom-based student's experience? Aspects to explore:textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Are you adding distance learning delivery to this course as part of an effort to offer a complete degree program or certificate 100% online?

Yes No

If yes, which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Student Services

8. How are students informed of procedures for resolving technical complaint? Does the

<u>New Course with Core</u>

syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Canvas Support Hotline/Chat or ITS Service Desk?

Canvas Support Hotline/Chat (https://uk.instructure.com/; Click Help Button for 24/7 service)

Information Technology Services (ITS) Service Desk (http://www.uky/edu/UKIT/Help/)

9. Will the course be delivered via services available through UK Online?

⚪ Yes

⚪ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components, below?

☐ Yes

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- Instructor's **virtual** office hours, if any.
- Technological requirements for the course.
- Procedure for resolving technical complaints.
- Preferred methods for reaching instructor, e.g. email, phone, or text message.
- Maximum timeframe for responding to student communications.
- Contact information for Information Technology Customer Service Center:

  - Web: http://techhelpcenter.uky.edu/customerservices
  - For urgent matters: 859-218-HELP (4357)
  - For non-urgent matters: Customer Services Assistance Request form or chat at techhelpcenter.uky.edu
  - Contact information for Distance Learning services:

    - Email: distancelearning@uky.edu
    - Phone: 859-257-3377

- Language pertaining academic accommodations (below)

  "If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. Please initiate the accommodation process by submitting an online Intake Form (found at http://www.uky.edu/DisabilityResourceCenter/content/apply-services) or by contacting the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. DRC staff will discuss possible accommodations with you and provide you with a Letter of Accommodation. Once you receive your Letter of Accommodation, please set up an appointment to see me or stop by during scheduled office hours to discuss how your accommodation will be addressed. The DRC is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs /DisabilityResourceCenter/.

- Information on Distance Learning library services

  - Carla Cantagallo, DL Librarian
  - Web: https://libraries.uky.edu/DLLS
  - Phone: 859 218-1240
  - Email: carla@.uky.edu

<u>New Course with Core</u>

- Interlibrary Loan Service: <u>https://libraries.uky.edu/ILL</u> I

11. I, the instructor of record, have read and understood all of the <u>University-level statements regarding DL</u>.

Instructor Name:

[   ]

Intellectual Inquiry in Arts & Creativity   ^

Please complete this section if you are seeking approval for this course to be included in this UK Core area. If not, then collapse this section and skip to the next section.

Intellectual Inquiry in Arts & Creativity

☐ Check if requesting approval.

Using the course syllabus as reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

An artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates personal engagement with the creative process either as an individual or as part of a collaborative.

Example(s) from syllabus:

[   ]

<u>New Course with Core</u>

New Course with Core

Brief Description:

Evidence that students utilize readings, lectures, presentations or other resources to define and distinguish approaches (historical, theoretical, and methodological issues) to "creativity" as appropriate to the disciplinary practices specific to the subject, medium, or approach of this course.

Example(s) from syllabus:

Brief Description:

The processes and assignments where students apply the logic, laws, and/or constraints of the area of study, (e.g, "out of the box" thinking or application of given rules or forms).

Example(s) from syllabus:

Brief Description:

Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools.

New Course with Core

New Course with Core

Example(s) from syllabus:

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Brief Description:

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The process whereby students evaluate the process and results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Example(s) from syllabus:

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Brief Description:

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Describe how students demonstrate the use of information literacy resources:

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Reviewer's Comments:

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Intellectual Inquiry in the Humanities ⌃

Please complete this section if you are seeking approval for this course to be included in this UK Core area. If not, then collapse this section and skip to the next section.

New Course with Core

New Course with Core

Intellectual Inquiry in the Humanities

☐ Check if requesting approval.

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Brief Description:

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Brief Description:

New Course with Core

New Course with Core

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Brief Description:

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

Brief Description:

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

New Course with Core

<u>New Course with Core</u>

Example(s) from syllabus:

Brief Description:

Information literacy component:

Reviewer's Comments:

Inquiry in the Social Sciences ⌃

Please complete this section if you are seeking approval for this course to be included in this UK Core area. If not, then collapse this section and skip to the next section.

Inquiry in the Social Sciences

☐ Check if requesting approval.

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

<u>New Course with Core</u>

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

> _____

Brief Description:

> _____

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

> _____

Brief Description:

> _____

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

> _____

Brief Description:

> _____

<u>New Course with Core</u>

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

Brief Description:

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

Brief Description:

Reviewer's Comments

Inquiry in the Natural/Mathematical/Physical Sciences ⌃

<u>New Course with Core</u>

New Course with Core

Please complete this section if you are seeking approval for this course to be included in this UK Core area. If not, then collapse this section and skip to the next section.

Inquiry in the Natural/ Mathematical/ Physical Sciences

☐ Check if requesting approval.

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities that enable students to demonstrate an understanding of methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.

Example(s) from syllabus:

Brief Description:

Course activities that enable students to demonstrate an understanding of the fundamental principles in a branch of science.

Example(s) from syllabus:

Brief Description:

New Course with Core

Course activities that enable students to demonstrate the application of fundamental principles to interpret and make predictions in that branch of science.

Example(s) from syllabus:

Brief Description:

Course activities that enable students to demonstrate their ability to discuss how at least one scientific discovery changed the way scientists understand the world.

Example(s) from syllabus:

Brief Description:

Course activities that enable students to demonstrate their ability to discuss the interaction of science with society.

Example(s) from syllabus:

Brief Description:

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New Course with Core

A hands-on student project is required. This project enables students to demonstrate their ability to conduct a scientific project using scientific methods that include design, data collection, analysis, summary of the results, conclusions, alternative approaches, and future studies.

Describe the required student product (paper/ laboratory report) based on the hands-on project:

Course activities that demonstrate the integration of information literacy into the course.

Example(s) from syllabus:

Brief Description:

Reviewer's Comments

Composition and Communication I

Please complete this section if you are seeking approval for this course to be included in this UK Core area. If not, then collapse this section and skip to the next section.

New Course with Core

<u>New Course with Core</u>

Composition and Communication I

☐Check if requesting approval.

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

A sequence of formal written assignments requiring students to represent relevant and informed points of view appropriate for the audience, purpose, and occasion. These assignments must represent at least 35% of the final grade.

Please explain:

A sequence of oral presentation assignments requiring students to represent relevant and informed points of view appropriate for the audience, purpose, and occasion. These assignments must represent at least 35% of the final grade.

Please explain:

Readings, activities and assignments that require students to analyze, create, and use visuals as a form of communication (these visuals can be part of the oral and written assignments described in items #1 and #2 above).

Please explain:

<u>New Course with Core</u>

<u>New Course with Core</u>

Readings, activities, and assignments that demonstrate an awareness of appropriate strategies used to communicate effectively in different situations (large group, small group, interpersonal) and contexts (face-to-face & digital).

Please explain:

Readings, activities and assignments that require students to find, analyze, evaluate, and properly cite pertinent primary and secondary sources.

Please explain:

The processes through which students learn to develop flexible and effective strategies for organizing, revising, practicing/rehearsing, editing, and proofreading (for grammar and mechanics) to improve the development and clarity of their ideas.

Please explain:

The processes through which students learn to define revision strategies for essays, speeches, and visuals; set goals for improving them; and devise effective plans for achieving those goals, in collaboration with peers, instructor, and librarians.

Please explain:

<u>New Course with Core</u>

Readings and activities that enable students to work effectively in a range of small group activities

Please explain:

Reviewer Comments:

Composition and Communication II ⌃

Please complete this section if you are seeking approval for this course to be included in this UK Core area. If not, then collapse this section and skip to the next section.

Composition and Communication II

☐ Check if requesting approval.

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

New Course with Core

Assignments for one or more major projects grounded in scholarly research, delivered in *written and oral form with visuals* in a manner that a) is appropriate and effective for the audience, purpose and occasion and b) demonstrates advanced strategies for developing ideas and analyzing arguments, with emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis. These assignments must represent at least 70% of the final grade.

Please explain:

Demonstration through readings, activities, and assignments that the development of at least one major scholarly project is the course's *primary educational focus*.

Please explain:

Readings, activities and assignments that require students to conduct significant research on a subject, using the resources of the UK Libraries and other sources.

Please explain:

The processes through which students learn to refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.

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<u>New Course with Core</u>

Please explain:

[blank text field]

Assignments and exercises that demonstrate students' ability to critique the oral and written and visual work of peers and professionals in a variety of contexts.

Please explain:

[blank text field]

Assignments or exercises that revise their written and oral and visual presentations, in collaboration with peers, instructor, librarians and pertinent members of the public.

Please explain:

[blank text field]

Assignments or exercises that enable students to employ and evaluate formal interpersonal and small group communication skills effectively. These assignments must represent at least 15% of the final grade.

Please explain:

[blank text field]

Reviewer Comments

[blank text field]

Quantitative Foundations ⌃

<u>New Course with Core</u>

New Course with Core

Please complete this section if you are seeking approval for this course to be included in this UK Core area. If not, then collapse this section and skip to the next section.

Quantitative Foundations

☐ Check if requesting approval.

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

1. Students must demonstrate proficiency with number sense (e.g., order of magnitude, estimation, comparisons, effect of operations)

Date/ location on syllabus or assignment:

Brief Description:

2. Students must demonstrate proficiency with functional relationships between two or more sets of variable values (i.e., when one or more variables depend upon, or are functions of, other variables)

Date/ location on syllabus or assignment:

New Course with Core

Brief Description:

3. Students must demonstrate proficiency in relating different representations of such relations (e.g., algebraically or symbolically, as tables of values, as graphs, and verbally)

Date/ location on syllabus or assignment:

Brief Description:

4. Students must demonstrate understanding of relations between numerical values.

Date/ location on syllabus or assignment:

Brief Description:

5. Students must demonstrate that they can apply fundamental elements of mathematical, logical, or statistical knowledge to model and solve problems drawn from real life.

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New Course with Core

a) Students must be able to recast and formulate everyday problems into appropriate mathematical or logistical systems, represent those problems symbolically, and express them visually or verbally.

Date/ location on syllabus or assignment:

Brief Description:

b) Students must be able to apply the rules, procedures, and techniques of appropriate deductive systems to analyze and solve problems.

Date/ location on syllabus or assignment:

Brief Description:

c) Students must be able to apply correct methods of argument and proof to validate (or invalidate) their analyses, confirm their results, and to consider alternative solutions.

Date/ location on syllabus or assignment:

Brief Description:

New Course with Core

d) Students must be able to interpret and communicate their results in various forms, including in writing and speech, graphically and numerically.

Date/ location on syllabus or assignment:

Brief Description:

e) Students must be able to identify and evaluate arguments that contain erroneous or fallacious reasoning, and detect/describe the limitations of particular models or misinterpretations of data, graphs, and descriptive statistics.

Date/ location on syllabus or assignment:

Brief Description:

f) Students must address Information Literacy as presented within curriculum for the science of quantitative reasoning. This involves problem solving, the use of estimation, thinking strategies for basic facts, formulating and investigating questions from problem situations, use of computers and calculators, or other technologies.

Date/ location on syllabus or assignment:

New Course with Core

New Course with Core

Brief Description:

At least 30% of the course addresses the items 1 – 4 on this checklist, and at least 40% of the course addresses items 5 a) – e) on the checklist.

Reviewer's Comments:

Statistical Inferential Reasoning ⌃

Please complete this section if you are seeking approval for this course to be included in this UK Core area. If not, then collapse this section and skip to the next section.

Statistical Inferential Reasoning

☐ Check if requesting approval.

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

New Course with Core

New Course with Core

Evidence of course activities that will enable students to evaluate common claims arising from the formal statistical inference conveyed through margins of error and confidence intervals; and to articulate the sense in which margins of error and confidence intervals address and quantify risks that are of practical interest.

Date(s)/ location(s) on syllabus or assignment:

Brief Description:

Evidence of course activities that will enable students to evaluate common claims arising from the formal statistical inference conveyed through null hypothesis testing within statistically designed experiments, and to articulate the sense in which null hypothesis testing addresses and quantifies risks that are of practical interest.

Date(s)/ location(s) on syllabus or assignment:

Brief Description:

Evidence of course activities that will enable students to evaluate common claims that arise from statistical constructs, like charts and graphs, tables and numerical summaries, through the informal act of human inference; and to articulate some of the associated challenges (e.g. with conditional reasoning, hidden variables, confounding, association versus correlation, not having the right information, misinterpreting randomness).

New Course with Core

<u>New Course with Core</u>

Date(s)/ location(s) on syllabus or assignment:

Brief Description:

Topic distribution includes estimation (at least 25%), statistical testing (at least 25%), describing data (at least 20%), and information literacy (at least 5%).

Date(s)/ location(s) on syllabus or assignment:

Brief Description:

Assessable artifact(s) are identified and focused on demonstrating that the use and worth of statistical inference is for making everyday decisions. The artifact(s) should be conceptually focused and not primarily focused on computations and derivations.

Date(s)/ location(s) on syllabus or assignment:

Brief Description:

<u>New Course with Core</u>

<u>New Course with Core</u>

Sufficient evidence to suggest that the course is not confined to, or even largely focused on computation, but rather is designed to provide a conceptual understanding of statistical inferential reasoning (increasing student skill with computations is a perfectly acceptable by-product of the course). **This box must be checked by the reviewer for the submission to move forward.**

Date(s)/ location(s) on syllabus or assignment:

Brief Description:

Reviewer Comments:

U.S. Citizenship/Diversity/Community   ︽

Please complete this section if you are seeking approval for this course to be included in this UK Core area. If not, then collapse this section and skip to the next section.

U.S. Citizenship/ Diversity/ Community
☐ Check if requesting approval.

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

<u>New Course with Core</u>

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/ location on syllabus of such evidence:

Brief description or example:

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/ location on syllabus of such evidence:

Brief description or example:

Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/ location on syllabus of such evidence:

Brief description or example:

<u>New Course with Core</u>

New Course with Core

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/ location on syllabus of such evidence:

Brief description or example:

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/ location on syllabus of such evidence:

Brief description or example:

New Course with Core

<u>New Course with Core</u>

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/ location on syllabus of such an assignment:

Brief description or example:

Reviewer Comments:

Global Dynamics ⌃

Please complete this section if you are seeking approval for this course to be included in this UK Core area. If not, then collapse this section and skip to the next section.

Global Dynamics

☐ Check if requesting approval.

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

<u>New Course with Core</u>

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/ location on syllabus of assignment:

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Brief Description:

<div style="border:1px solid #999; border-radius:8px; height:70px;"></div>

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/ location on syllabus of assignment:

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Brief Description:

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Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/ location on syllabus of assignment:

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Brief Description:

<u>New Course with Core</u>

New Course with Core

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/ location on syllabus of assignment:

Brief Description:

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/ location on syllabus of assignment:

Brief Description:

New Course with Core

New Course with Core

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least <u>two</u> of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/ location on syllabus of such evidence:

> [ ]

Brief Description:

> [ ]

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/ location on syllabus of such an assignment:

> [ ]

Brief Description:

> [ ]

The non-US focus constitutes at least 50% of the course.

New Course with Core

<u>New Course with Core</u>

Brief Description:

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/ location on syllabus of such an assignment:

Brief Description:

Reviewer Comments:

Administration Use Only ⌃

OBJID

<u>New Course with Core</u>