

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number CORE 115 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

See attached memo for explanation of changes to course title, course description, and prerequisite.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL**								
	Change to a Course	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	Title (description unchanged)	A	A	A	I			I	--	I
2.	Description (not affecting content)	A	A	A	I			I	--	I
3.	Content (substantive change)	A	A	A	I			A	--	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A			A	--	A
5.	Course number within the hundred	A	A	I	I			I	--	I
6.	Course number beyond the hundred	A	A	A	A			A	--	A
7.	Prerequisites	A	A	A	I			I	--	I
8.	Course fee(s)	A	--	A	--			A	--	I
9.	From U to G <i>or</i> G to U	A	A	A	A			A	--	A
10.	Cross list with another dept: U or G level	A	A	A	A			A	--	A
11.	Department of record	A	A	A	A			A	--	A
12.	Open or close a course	A	A	A	A			A	--	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A	A			A	--	A

* Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

** In most cases, approval by only one council is necessary.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

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	Change to a Degree Plan	Dept./School	College Academic	Deans	COUNCIL			Provost	Faculty	President	Board of Trustees
					UGEC	UUAC	GRAD				
1.	University Requirements — Require or change a specific course from a menu within a degree plan	A	A	I	I			I	--	I	--
2.	University Requirements — Substitute an existing course for a university requirement within a degree plan	A	A	A	A			A	--	A	--
3.	University Requirements — Add a course to or drop a course from the University Requirements	A	A	A	A			A	A	A	--
4.	University Requirements — Change in approved course content	A	A	A	A			A	--	A	--
5.	Major — Revision of major ♦ ‡	A	A	A	A			A	--	A	
6.	Major — Adopt or change admission requirements	A	A	A	A			A	--	A	--
7.	Major — Add or discontinue	A	A	A	A			A	A	A	I
8.	GPA — Revise major or cumulative requirement	A	A	A	A			A	A	A	--
9.	Minor — Revise course selection	A	A	A	I			I	--	I	--
	Minor — Add or discontinue	A	A	A	A			A	--	A	--
10.	Degree — Add or discontinue	A	A	A	A			A	A	A	I
11.	Any change to a graduate degree program*	A	A	A	A			A	--	A	--

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying only to a Teacher Education degree will be reviewed by the Teacher Education Council and then forwarded to the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

Revised 11-2-11

Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--	A			A	A	A	--
2.	Admission requirements	--	--	--	A			A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A	--
4.	Requirements for graduating with honors	--	--	--	A			A	A	A	--
5.	Other academic policy changes	--	--	--	A			A	--	A	

* The UUAC approved the clarification that “general requirements for graduation” means the seventeen items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Memo

To: Academic Councils
Date: August 23, 2013
Re: Revisions to CORE 115

CORE 115 is for transfer students who enter the university with 24 hours or more. These students take 6 hours of CORE instead of 9 hours. CORE 115 is a combination of the first CORE 110 (Cornerstone) and the second CORE class.

The current title and course description reflect a combination of CORE 110 and CORE 120 (Human Identity); CORE 120 was the second required CORE class in the original CORE plan. After the faculty vote to reduce the number of integrative CORE hours, CORE 120 and 220 (Community) were combined to CORE 210 (Human Identity and Community). CORE 115 needs to be revised to reflect the content in CORE 110 and 210.

The prerequisite for CORE 115 needs to match CORE 210—ENGL 112. The major assignment in CORE 210 and 115 is a research paper, and ENGL 112 includes instruction in writing research papers. Making ENGL 112 a prerequisite for CORE 115 will align curriculum instruction in research and information literacy.

Original Title and Description:

CORE 115 Critical Thinking and Identity (3-0-3). The purpose of this course is to engage students in thinking critically, missionally, and globally about the ideas which shape our current and future views of ourselves. Special attention is given to a Christian perspective of liberal education as a foundation for life long integration of faith, ideas, and action. Students will be exposed to various historical ideas about the self, consider the differences between human persons and the rest of creation, examine exterior forces that constrain the self, and create a statement of personal identity. This will be done through in class presentations, mentored class discussion, and personal and collaborative writing to reflect on how individually and as a culture we have come to understand ourselves and how we might change our understanding now and in the future.

Revised Title and Description:

Core 115 Critical Thinking, Identity, and Community (3-0-3). This course engages students in thinking critically, missionally, and globally about the ideas that shape our current and future views of ourselves. Students will analyze various historical ideas about the self, consider the differences between human persons and the rest of creation, and begin to understand the factors that shape personal identity and faith. Through in-class presentations, mentored class discussion, and personal and collaborative writing and readings, students will reflect on how individually and as members of communities we can come to understand our communal responsibilities and ourselves. Special attention is given to a Christian perspective of identity and community. Includes a research project. Prerequisite: ENGL 112.

This revision affects approximately 30% of the course content.