**Core Curriculum**

**Course Proposal Cover Sheet**

Department

College

Department Head

Course Prefix & Number

Course Title

Course Description

**Please select the THECB Foundational Component Area for which this course is**

**being submitted.** *(Please select only one)*

Communication *(download forms)*

Mathematics *(download forms)*

Life and Physical Sciences *(download forms)*

Language, Philosophy & Culture *(download forms)*

Creative Arts *(download forms)*

American History *(download forms)*

Government/Political Science *(download forms)*

Social and Behavioral Sciences *(download forms)*

(The “download forms” link for the selected Component Area includes the ***Foundational Component Area Justification Form*** and the ***Student Learning Outcome Alignment Form***)

**Checklist:**

Course Proposal Cover Sheet

Foundational Component Area Justification Form

Student Learning Outcome Alignment Form

**LIFE AND PHYSICAL SCIENCES**

**Foundational Component Area Justification Form**

Rationale: Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component’s description. For your convenience, the overall description and rationale for this component are included below.

Life and Physical Sciences (from THECB Chapter 4: 4.28)

* Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.
* Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.
* The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork.
  + Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
  + Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
  + Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
  + Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Rationale for Inclusion in this Category:

**Instructions for the Student Learning Outcomes Alignment Form**

The core objectives that are listed are those that must be addressed in each course in this category. You can add additional as you wish, however you may not delete any that are listed.

You may choose to use your own student learning objectives for the course as long as they somewhat match those adopted at Tarleton which are those shown. If it is a stretch to see how they fit, they may get rejected.

Make sure the learning activities and means of assessment match the objectives. Perhaps embedded multiple choice questions may not be useable to grade oral communication. If you are going to use a rubric to grade an essay then please include it with your submission.

**STUDENT LEARNING OUTCOME ALIGNMENT FORM**

**Life and Physical Sciences**

**Course Prefix/Number:**

**Course Title:**

**Core Objective: Critical Thinking** CT1: Students will be able to evaluate evidence in analysis, interpretation or arguments

Course SLO(s):

Learning Activities:

Means of Assessment:

**Core Objective: Critical Thinking** CT2: Students will be able to synthesize varied components of information to form a rational conclusion.

Course SLO(s):

Learning Activities:

Means of Assessment:

**Core Objective: Communication** C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s):

Learning Activities

Means of Assessment

**Core Objective: Empirical and Quantitative** EQS1: Students will gather, interpret or use numerical data/observable facts to arrive at an informed conclusion.

Course SLO(s):

Learning Activities

Means of Assessment

**Core Objective: Teamwork** TW1: Students will work in coordination to complete specific tasks.

Course SLO(s):

Learning Activities

Means of Assessment

**Additional objectives at the discretion of the department.**

**Core Objective: (**

Course SLO(s):

Learning Activities

Means of Assessment

**Core Objective:**

Course SLO(s):

Learning Activities

Means of Assessment

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

*(Signed document should be kept in department office, listing names below on the electronic document implies acceptance)*