

**CORE COURSE PROPOSAL REVIEW
LIFE & PHYSICAL SCIENCES COMPONENT**

Name:	Course Prefix # & Title:						
TCCN identified for course	Yes	No	Course scheduled X semesters per year	3	2	1	< 1 per AY

INSTRUCTIONS: Rate each criterion within the proposal elements. Comments are highly encouraged for each criterion (see pg 2) and *required* for the overall recommendation.

PROPOSAL ELEMENTS	CRITERIA	RATING		
ONLINE PROPOSAL	<input type="radio"/> Online proposal form aligned with component requirements *	Acceptable	Discuss	Unacceptable
	<input type="radio"/> Online proposal form aligned with component objectives **			
COURSE REQUIREMENTS	<input type="radio"/> Syllabus aligned with component requirements *	Acceptable	Discuss	Unacceptable
	<input type="radio"/> Syllabus addresses required component objectives **			
ASSESSMENT PLAN	OUTCOMES <input type="radio"/> Learning outcomes match state mandated objectives	Acceptable	Discuss	Unacceptable
	<input type="radio"/> Learning outcomes are specific, observable & measureable			
	<input type="radio"/> Learning outcomes clearly describe what students are asked to do, e.g.: write, identify, solve, etc.			
	METHODS <input type="radio"/> Assessment methods match student learning outcomes			
	<input type="radio"/> Assessment methods appropriate, include <i>direct</i> measures of student learning			
	CRITERIA <input type="radio"/> Assessment criteria are explicit & expected levels of performance are clear, appropriate			
CONNECTION AMONG ELEMENTS	<input type="radio"/> Proposal elements—online form, syllabus, and assessment plan—are clearly integrated to provide a thorough overview of how the course meets the new state-mandated core curriculum requirements and objectives.	Acceptable	Discuss	Unacceptable
OVERALL EVALUATION:	<p style="text-align: center;">RECOMMENDATION:</p> <input type="radio"/> ACCEPT Proposal elements adequately meet state mandated requirements and objectives and are well integrated <input type="radio"/> DISCUSS Proposal elements meet <i>some</i> of the state mandated requirements and objectives and are fairly well integrated <input type="radio"/> REJECT Proposal elements do not adequately meet state requirements &/or are not integrated			
<i>Comments/rationale for recommendation REQUIRED</i>				

*** (A) Life & Physical Sciences Component requirements:**

- (i) Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.
- (ii) Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on physical world and on human experiences.

**** Required Component Objectives:**

- (A) **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- (B) **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- (C) **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
- (D) **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

LIFE & PHYSICAL SCIENCES COMPONENT

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Comments for each criterion are encouraged.

PROPOSAL ELEMENTS	CRITERIA	Comments	
COURSE CONTENT	Online proposal form aligned with component requirements *		
	Online proposal form aligned with component objectives **		
COURSE REQUIREMENTS	Syllabus aligned with component requirements *		
	Syllabus addresses required component objectives **		
ASSESSMENT PLAN	OUTCOMES	Learning outcomes match state mandated objectives	
		Learning outcomes are specific, observable & measureable	
		Learning outcomes clearly describe what students are asked to do, e.g.: write, identify, solve, etc.	
	METHODS	Assessment methods match student learning outcomes	
		Assessment methods appropriate, include <i>direct</i> measures of student learning	
	CRITERIA	Assessment criteria are explicit; expected levels of performance are clear, appropriate	