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| **Instructions:** This form should be used by colleges, schools, and departments to propose or update courses to the core curriculum course lists. It should be routed through the department chair and the college/school dean’s office. Forms do not need to be signed but should be emailed to Core Course Proposals, core.proposals@austin.utexas.edu, by the dean’s designee with a copy to the college/school’s academic or student dean. A course syllabus should be attached. Questions may be directed to Jennifer Morgan, 512-471-9809 or jenny.morgan@austin.utexas.edu. |
|  | **Please check one:** |

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|  | [ ] I am updating information for an existing core course |
|  | [ ] I am proposing to add a course to the core course list |

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Course Inventory Information

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| **Department** |  |
| **Course Number** |  | ***Note:*** *Core courses must be worth* ***at least 3 credit hours****.*  |
| **Course Title** |  |
| **Previous Course Numbers** | Is this course number currently in the catalog inventory? (Yes) (No)If not, is the course number replacing an existing scheduled course number? *This includes numbered and unnumbered topics.*  (Yes) (No)If yes, what course number is it replacing? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Additional Inventory Information** | Will sessions of this course be offered online? (Yes) (No) |

Curriculum Flags
*For information on flags please see: https://ugs.utexas.edu/flags/faculty-resources/criteria*

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| Does the course currently carry a curriculum flag? If so, which flag(s)? |
| If not, will you be requesting a flag for this course? Which flag(s)? |

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| **THECB definitions of the required core objectives for Mathematics** |
| 1. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
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| Courses in this component area are expected to help students understand **how to competently use mathematical strategies to understand and solve problems**.  Please explain how this course meets this requirement, referring as appropriate to the attached syllabus­­­.  |
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| Courses in this component area also are expected to result in a set of student competencies and, in doing so, to address the following core objectives, which are defined on the previous page: **communication skills (COMM)**, **critical thinking skills (CT)**, and **empirical and quantitative skills (EQS)**.  Please explain how the course material or the activities in this class meet the following student competencies, referring as appropriate to the attached syllabus. |
| 1. To accurately manipulate and analyze numerical data using mathematical strategies. (EQS)
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| 1. To apply appropriate mathematical strategies to solve a given problem and assess the reasonableness of the results. (CT)
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| 1. To effectively express and communicate the results of problem solving using appropriate mathematical language and symbolism. (COMM)
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