

Tips for Completing the New Core Course Registry Form to UCC Standards
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The following tips, compiled by the UAAC, are based on issues and problems we repeatedly encounter in the New Core proposals. We hope these tips will be useful, and will reduce the number of proposals that need to be sent back to proposers from the committee.

- 1) The most common problem in the New Core forms is that the justifications state what the course will cover without explaining what *students* will be doing, or explaining *how* students will reach the relevant learning goals. Many justifications are vague, stating things like “students will learn to engage in ...” without saying *how* they will learn to engage. For example, will they write papers, complete a series of homework assignments, engage in discussion or debate, do group projects? A clarifying question here might be: How will I know whether (or to what extent) students have met the learning goals?
- 2) It is easiest for the committee members to understand *how* students will accomplish specific learning goals if proposers provide examples. For instance, if the learning goal is to “evaluate and compare two or more theories of human difference,” (7c) then it is useful to state which theories students will evaluate and compare and how. If different instructors may focus on different theories, it is fine to say something like like, “In their final papers, students will evaluate theories such as x, y, and z.”
- 3) Proposers need to pay attention to the specific requirements of each learning goal and make sure they directly address each one. For example, if a learning goal states that students should “acquire and assess techniques of interpretation,” (3b) the justification should identify those techniques of interpretation and how they will be learned—e.g., “students will learn to conduct literary analysis, including close reading, through a series of short, critical papers on selected major works of the Harlem Renaissance.”
- 4) Remember, these proposals will be read by people outside your discipline. While it may seem obvious to you that your course falls squarely in the Core category, this may not be apparent to those in other disciplines. For that reason, you may need to make some of the implicit assumptions in your justifications more explicit.

In summary, a good shorthand for the above is:

- 1) Discuss what *students* are doing, and *how* they will reach each learning goal.
- 2) Provide examples.
- 3) Pay attention to the requirements of each learning goal.
- 4) Remember your audience.

Finally, further advice from the UCC—and examples of approved Course Registry Forms in each Core category—may be found here: <http://www.northeastern.edu/core/examples/>