Best Practices for curriculum proposals including Core Education (03-13-2024)

Mendy and Laurel will do their best to provide a fresh pair of eyes to look for any ways to improve. The college curricular committee also reviews with many pairs of fresh eyes. These reminders are to report common fixes we find to help you address them when preparing and to provide helpful links.

OSU's curricular proposal support materials: https://apa.oregonstate.edu/proposal-support-materials

Justification: Can be succinct but with sufficient information for broader OSU audience. For example, can include that a course is to fulfill a Core Ed category, but also how addresses need/gap in program content. For programs, do not just state what you are including or removing but provide context as necessary. No need for a complete program history, only what is currently being addressed. Note: when discussing the justification for your own faculty, you may want more details to ensure all understand.

Syllabus:

- Syllabus must follow minimum requirements for OSU. We have college templates that have these included as well as COH of required sections and suggested sections. https://health.oregonstate.edu/faculty-staff/resources#instruction
- Course description must start with an active verb and between 50-80 words. https://apa.oregonstate.edu/writing-course-descriptions
- Write meaningful, measurable and management course learning outcomes (CLOs).
    - Use the OSU revised bloom taxonomy to select appropriate verbs: https://apa.oregonstate.edu/sites/apa.oregonstate.edu/files/student_learning_outcomes_chart_2023.pdf
    - Upper level courses should have higher order cognitive processes: https://apa.oregonstate.edu/pop/upper-and-lower-division-courses-policy
    - Do not use two verbs in one outcome as it makes it difficult to assess.
- Core Education and Bacc Core:
    - If it is a Bacc Core proposal, it will retain the Bacc Core status with any change including becoming Core Ed. You must include the statement provided in the next bullet, but do not need the detailed tables of assessment that were previously required of Bacc Core courses.
    - There are different course fulfillment statement requirements about what should be included verbatim as follows:
        - For courses in Core Education <u>and</u> Baccalaureate Core: "This is a Core Education course that fulfills the requirements for the [category name] category. In addition, this course also fulfills the Baccalaureate Core requirements for the [category name] category."
        - For courses in <u>Core Education only</u>: "This is a Core Education course that fulfills the requirements for the [category name] category."
        - For courses in <u>Baccalaureate Core only</u> (no change from the current sentence): "This course fulfills the Baccalaureate Core requirement for the [category name] category."
    - Include the 3 relevant category learning outcomes verbatim in an explicitly identified and labeled list which is located near the course fulfillment statement (see above).

- Make a direct, clearly stated connection between each listed Core Education category learning outcome and specific attributes of the course content. The level of detail used should make it evident to students how different aspects of the course fulfill the specific category learning outcomes.
- Include a clear description to students how the Core Education category learning outcomes will be assessed within the course. Assessments need to be described in enough detail that the connection between assessment method and learning outcome is apparent. (simply stating "exam, quizzes, homework, class discussion" will not provide enough detail)

Note: The Baccalaureate Core Committee strongly suggests that the requirements associated with the second, third, and fourth bullets be placed together within a matrix table.