Sample Format for Upper Tier Core Courses

SECTION A-IV: NEW COURSE
Core Curriculum Upper Tier
Arts and Literatures, or Philosophical and Social Inquiry, or Scientific Inquiry (specify)
Department of *XXXXX*

(Number to be assigned by the upper tier core committee) Title of Course
3 hours; 3 credits

Bulletin Description. Refer to bulletin descriptions in the Brooklyn College Bulletin for proper format.
Prerequisite: Junior standing or completion of all lower-tier requirements in [Arts and Literatures, Philosophical and Social Inquiry, Scientific Inquiry specify which one.].

Frequency of offering: example: 1 per year in the fall semester

Projected enrollment: example 25 students per year

Clearances: Specify 'None' or list the departments from whom clearances have been obtained.

Discussion: One or two paragraph description indicating the significance of the course and its relationship to the other courses in the department.

Date of approval by department:

Common Goals Addressed by Core course:

Objectives of Core Course:

Outcomes for Core Course:

Course Outline: A fourteen week syllabus that refers back to objectives, and outcomes specified for the course and how the outcomes will be assessed.

Method of evaluation: Specify how students will be evaluated (e.g., exams, term papers, student projects, etc.). Note that all classes must have a final exam unless a waiver has been obtained from the Committee.

Method of assessment: Specify how common course objectives and outcomes will be compared to each other.

Bibliography: List possible texts as well as other relevant bibliographic information.

Any other information that the Committee might need to know:

How to Complete the CCUDR Core Course Form

**Some Basic Definitions from the Outcomes Assessment Resource Manual (OARM)
pp. A-4 ff:**

"Goals: Broad statements concerning student learning in a particular area

Objectives: What faculty **intend** students to learn in a particular course or courses

Outcome: Degree to which students **have in fact learned** what faculty intended, made
visible in a completed assignment (learning activity).

Assessment: Comparison of objectives and outcomes. These should be listed in each
course outline and correspond to the objectives and outcomes being addressed."

The essay "Teaching Practices and Assessment" (pp. 4-9, OARM) offers a useful
discussion of the similarities and differences between evaluation (grading) and
assessment. For examples of goals, objectives and outcomes from a variety of
disciplines, please see pp. A. 4-14 in the OARM.

The goals, objectives and outcomes listed for each Core course on this form will be the
common goals, objectives and outcomes that all courses will address. They assert/attest
to the commonality of all the Core Course sections. They will appear in all course
outlines for this particular Core course. In addition it is possible that individual sections
might have supplementary goals, objectives and outcomes, and these will appear, along
with the generic goals, objectives and outcomes in particular course outlines.

Goals Addressed by Core course:

Which of the ten CCRC Goals for the Core Curriculum does this course advance?

**The goals listed here will either be chosen by one department or chosen by
consensus by all the departments that plan to offer a core course in a particular
category. These are general goals that all courses in a particular category commit to
addressing. Here are the ten goals:**

- **To develop the ability to think critically and creatively, to reason logically, to
  reason quantitatively, and to express one's thoughts orally and in wiritng
  with clarity and precision (9, 10, 11, 12, 13, 15, 16, 21).**
- **To develop the ability to make sound moral judgments (1, 26).**
- **To understand the arts, histories and cultures of the past as a foundation for
  those of the present (3, 4).**
- **To understand the development and workings of modern societies in an
  interdependent world (6, 7).**

- **To acquire the tools that are required to understand and respect the natural universe (5, 18, 27).**
- **To understand what knowledge is and how it is acquired by the use of differing methods in different disciplines (2, 7, 17).**
- **To be capable of integrating knowledge from diverse sources (28).**
- **To understand the necessity for tolerance and to appreciate individual and social diversity, as well as differences of race, class, and gender (19, 22, 23, 24, 25, 31).**
- **To produce informed and responsible citizens (8, 32).**
- **To establish a foundation for life-long learning and the potential for leadership (29, 30).**

Objectives of this Core Course:

For each of the Core goals you have chosen, list at least one objective taken from the general education goals indicated in the parentheses after each goal. These general education objectives are found in the <u>Outcomes Assessment Resource Manual</u> and are listed under general education goals numbered from 9-32. The generic general education goals in the OARM are a good source for general education objectives and you should familiarize yourself with the OARM and include relevant objectives for the Core Course. For example, it is highly likely that several of the Core Courses will include quantitative reasoning as an objective.

OARM goals #1-8 are knowledge goals and do not have objectives, since these would vary from course to course based on its content. You should create the content objectives for knowledge goals that apply to a particular core course. As a rule of thumb, you should have no more than 3-5 content objectives (some of which may be very content specific) and 3-5 generic general education objectives for a Core Course.

Outcomes for this Core Course:

Each objective has a corresponding outcome. An outcome states what a student will be able to do in order to demonstrate mastery of an objective. Use the OARM as a resource for choosing or generating outcomes that parallel each objective. In addition, there may be generic content-specific outcomes you wish to include.

Assessment of this Core Course:

The proposal should suggest how each objective will be compared to each outcome. In practice, no more than one or two common outcomes for a Core course will be assessed by all the faculty teaching the course during any given semester and reviewed by the Core Committee; faculty teaching the Core course during that semester will be expected to participate in that assessment. Faculty should share

with students, in their course outline, how they plan to assess student mastery of the course objectives in a particular course.