Appendix. Revised CPS Questions for Baccalaureate Core Course Proposals

Approved BCC June 6, 2012

BCC question revisions

Writing I
1. Is the course lower division and at least three credits?
2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Skills category for Writing I, and that successful completion of the Writing I category is one of OSU’s First-Year Skills requirements?
3. Have the Baccalaureate Core Category Learning Outcomes for Writing I been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Writing I Category Learning Outcomes (see http://oregonstate.edu/ctl/baccalaureate-core for specific outcome wording)?
4. Describe the means by which students will develop and demonstrate the use of multiple and increasingly sophisticated writing strategies to explore, clarify and effectively communicate ideas to appropriate audiences.
5. Describe how students will develop and demonstrate an understanding of language, form and style.
6. Describe how students will engage in significant writing practice and revision.
7. Describe the various ways that students will engage in critical thinking activities as they progress through the writing process.
8. Describe the process the unit will use to measure the achievement of the Writing I Category Learning Outcomes in this course.

Writing II
1. Is the course at least three credits?
2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Skills category for Writing II, and that successful completion of the Writing II category is a Second-Year Skills requirement?
3. Have the Baccalaureate Core Category Learning Outcomes for Writing II been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Writing II Category Learning Outcomes (see http://oregonstate.edu/ctl/baccalaureate-core for specific wording)?
4. Describe how students will apply multiple theories, concepts, and techniques in creating and evaluating written communication.
5. Describe how students will develop and demonstrate effective writing for diverse audiences within a specific area or discipline using the appropriate standards and conventions.
6. Describe how students will engage in significant writing practice and revision.
7. Describe the various ways that students will engage in critical thinking activities as they participate in the writing process and the evaluation of written communication.
8. Describe the process the unit will use to measure the achievement of the Writing II Category Learning Outcomes in this course.

Speech
1. Is the course at least three credits?
2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Skills category for Speech, and that successful
completion of the Speech category is one of OSU’s First-Year Skills requirements?
3. Have the Baccalaureate Core Category Learning Outcomes for Speech been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Speech Category Learning Outcomes (see [http://oregonstate.edu/ctl/baccalaureate-core](http://oregonstate.edu/ctl/baccalaureate-core) for specific outcome wording)?
4. Describe the ways in which students will develop and demonstrate the ability to articulate theories of communication and rhetoric.
5. Describe the ways in which students will learn and demonstrate principles essential for competent, ethical communication.
6. Describe the ways that students will engage in critical thinking activities related rhetoric and communications.
7. Describe the process the unit will use to measure the achievement of the Speech Category Learning Outcomes in this course.

**Mathematics**
1. Is this course at least three credits?
2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Skills category for Mathematics, and that successful completion of the Mathematics category is one of OSU’s First-Year Skills requirements?
3. Have the Baccalaureate Core Category Learning Outcomes for Mathematics been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Mathematics Category Learning Outcomes (see [http://oregonstate.edu/ctl/baccalaureate-core](http://oregonstate.edu/ctl/baccalaureate-core) for specific outcome wording)?
4. Describe how students in this course will develop and demonstrate the ability to identify situations that can be modeled mathematically.
5. Describe how students in this course will calculate and/or estimate relevant variables in a mathematical setting.
6. Describe how students will develop and demonstrate the skills necessary to critique the applicability of a mathematical approach or the validity of a mathematical conclusion.
7. Describe any other ways that students will develop and demonstrate critical thinking skills.
8. Describe the process the unit will use to measure the achievement of the Mathematics Category Learning Outcomes in this course.

**Fitness**
1. Is this course lower division?
2. Is this course intended to meet the two-credit lecture or the one-credit activity component of the Fitness requirement?
3. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Skills category for Fitness, and a clear identification of which portion (lecture or activity) of the requirement the course meets?
4. Have the Baccalaureate Core Category Learning Outcomes for Fitness been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Fitness Category Learning Outcomes (see [http://oregonstate.edu/ctl/baccalaureate-core](http://oregonstate.edu/ctl/baccalaureate-core) for specific outcome wording)?
5. Describe how students in the course will identify and explain scientific principles and concepts of physical fitness, nutrition, and positive health behaviors.
6. Describe how students in the course will assess personal physical fitness and develop an appropriate personal health and fitness program.
7. Describe any other ways that students will develop and demonstrate critical thinking skills.
8. Describe the process the unit will use to measure the achievement of the Fitness Category Learning Outcomes.

**Physical/Biological Sciences**
1. Is this course lower division and at least 4 credits, and does it include a laboratory?
2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Perspectives category for Physical/Biological Science?
3. Have the Baccalaureate Core Category Learning Outcomes for Physical/Biological Sciences been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Physical/Biological Science Category Learning Outcomes (see [http://oregonstate.edu/ctl/baccalaureate-core](http://oregonstate.edu/ctl/baccalaureate-core) for specific outcome wording)?
4. Describe how students in this course will learn how to recognize and apply key concepts and theories of basic physical or biological science.
5. Describe how students in this course develop and demonstrate the ability to apply scientific methodology and draw conclusions based on observation, analysis, and synthesis.
6. Describe how students in this course will explore how Physical/Biological science connects with other subject areas and interacts with society.
7. Describe any other ways that students will develop and demonstrate critical thinking skills.
8. Describe the process the unit will use to measure the achievement of the Physical/Biological Category Learning Outcomes.

**Western Culture**
1. Is this course at least three credits?
2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Perspectives category for Western Culture?
3. Have the Baccalaureate Core Category Learning Outcomes for Western Culture been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Western Culture Learning Outcomes (see [http://oregonstate.edu/ctl/baccalaureate-core](http://oregonstate.edu/ctl/baccalaureate-core) for specific outcome wording)?
4. Describe the ways in which students in this course will identify significant events, developments, and/or ideas in the Western cultural experience and context.
5. Describe how students will relate philosophical, historical, and/or artistic phenomena to contemporary Western Culture, and how these activities ask them to interpret its significance.
6. Describe the means by which students will develop and demonstrate their ability to analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.
7. Describe any other ways that students will develop and demonstrate critical thinking skills.
8. Describe the process the unit will use to measure the achievement of the Western Culture Category Learning Outcomes in this course.

**Cultural Diversity**
1. Is this course at least three credits?
2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Perspectives category for Cultural Diversity?
3. Have the Baccalaureate Core Category Learning Outcomes for Cultural Diversity been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Cultural Diversity Learning Outcomes (see http://oregonstate.edu/ctl/baccalaureate-core for specific outcome wording)?

4. Describe how students in this course will identify and analyze characteristics of a cultural tradition outside of European/American culture.

5. Describe how students in this course will develop and demonstrate an understanding of how perspectives can change depending on cultural and historical contexts.

6. Describe how students in this course will develop and demonstrate their ability to describe aspects of Non-Western culture that influence or contribute to global cultural, scientific or social processes.

7. Describe any other ways that students will develop and demonstrate critical thinking skills.

8. Describe the process the unit will use to measure the achievement of the Cultural Diversity Category Learning Outcomes in this course.

Literature and the Arts
1. Is this course at least three credits?

2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Perspectives category for Literature and the Arts?

3. Have the Baccalaureate Core Category Learning Outcomes for Literature and the Arts been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Literature and the Arts Learning Outcomes (see http://oregonstate.edu/ctl/baccalaureate-core for specific outcome wording)?

4. Describe how students in this course will develop and demonstrate the ability to recognize literary and artistic forms/style, techniques, and the cultural/historical context in which they evolve.

5. Describe how students in this course will analyze how literature/the arts reflect, shape, and influence culture.

6. Describe opportunities that students in this course will have to reflect critically on the characteristics and effects of literary and/or artistic works.

7. Describe any other ways that students will develop and demonstrate critical thinking skills.

8. Describe the process the unit will use to measure the achievement of the Literature and the Arts Category Learning Outcomes in this course.

Social Processes and Institutions
1. Is this course at least three credits?

2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Perspectives category for Social Processes and Institutions?

3. Have the Baccalaureate Core Category Learning Outcomes for Social Processes and Institutions been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Social Processes and Institutions Learning Outcomes (see http://oregonstate.edu/ctl/baccalaureate-core for specific outcome wording)?

4. Describe how students in this course will use theoretical frameworks to evaluate the role of an individual within social processes and institution.

5. Describe how students in this course will analyze current social issues and place them in a historical context.

6. Describe opportunities that students in this course will have to critique the nature, value, and limitations of the basic methods of the social sciences.
7. Describe how students in this course will explore interrelationships or connections with other subject areas.
8. Describe any other ways that students will develop and demonstrate critical thinking skills.
9. Describe the process the unit will use to measure the achievement of the Social Processes and Institutions Category Learning Outcomes in this course.

**Difference, Power, and Discrimination**

1. Is this course a regularly numbered departmental offering (rather than x99 or blanket numbered) and at least 3 credits?
2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core category for Difference, Power, and Discrimination?
3. Have the Baccalaureate Core Category Learning Outcomes for Difference, Power, and Discrimination been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Difference, Power, and Discrimination Outcomes (see http://oregonstate.edu/ctl/baccalaureate-core for specific outcome wording)?
4. Describe how the course focuses primarily on the United States.
5. In what way(s) does the course provide a multidisciplinary perspective on issues of difference, power, and discrimination?
6. Describe the means by which students in this course will develop and demonstrate the ability to explain how difference is socially constructed.
7. Describe the means by which students in this course will develop and demonstrate the ability to describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination, using both historical and contemporary examples.
8. Describe the means by which students in this course will develop and demonstrate the ability to analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.
9. Describe the interactive learning activities (e.g., ungraded, in-class writing exercise; peer-review of written material; web-based discussion group, et. al.) that students in this course will experience.
10. Describe any other ways that students will develop and demonstrate critical thinking skills.
11. Describe the process the unit will use to measure the achievement of the Difference, Power, and Discrimination Category Learning Outcomes in this course.

**Contemporary Global Issues**

1. Is this course upper division and at least three credits?
2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Synthesis category for Contemporary Global Issues?
3. Have the Baccalaureate Core Category Learning Outcomes for Contemporary Global Issues been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Contemporary Global Issues Outcomes (see http://oregonstate.edu/ctl/baccalaureate-core for specific outcome wording)?
4. Describe how students in this course will analyze the origins, historical contexts, and implications of contemporary global issues.
5. Describe how students in this course will develop and demonstrate the ability to explain the complex nature and interdependence of contemporary global issues using a multidisciplinary approach.
6. Describe how students in this course will use evidence-based writing to articulate a critical perspective on contemporary global issues.
7. Describe any other ways that students will develop and demonstrate critical thinking skills.
8. Describe the process the unit will use to measure the achievement of the Contemporary Global Issues Category Learning Outcomes in this course.

Science, Technology, and Society
1. Is this course upper division and at least three credits?
2. Is there a statement on the syllabus of the course’s participation in the Baccalaureate Core Synthesis category for Science, Technology, and Society?
3. Have the Baccalaureate Core Category Learning Outcomes for Science, Technology, and Society been listed verbatim in the syllabus and been clearly identified as Baccalaureate Core Science, Technology, and Society Outcomes (see http://oregonstate.edu/ctl/baccalaureate-core for specific outcome wording)?
4. Describe how students in this course will develop and demonstrate the ability to analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
5. Describe how students in this course will analyze the role of science and technology in shaping diverse fields of study over time.
6. Describe how students in this course will use evidence-based writing to articulate a critical perspective on issues involving science, technology, and society.
7. Describe any other ways that students will develop and demonstrate critical thinking skills.
8. Describe the process the unit will use to measure the achievement of the Science, Technology, and Society Category Learning Outcomes in this course.

Writing Intensive Courses
1. Is the course upper division, at least 3 credits, and is class size 20 or fewer? If anticipated class size exceeds the recommended enrollment (be specific about class size), how will the instructor manage the work load?
2. What kinds of informal writing will students do in this class? In what ways will students use ungraded or minimally graded writing to articulate content knowledge and think critically about course material? How frequently will students be doing such writing?
3. Describe how students will demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
4. Describe how students will demonstrate the ability to compose a document of at least 2,000 words of individual writing through multiple aspects of writing, including (note the role of critical thinking in formal writing):
   - Brainstorming or another pre-writing practice
   - Drafting
   - Evaluating, integrating, and documenting sources appropriately for the discipline
   - Revising comprehensively after receiving feedback on a draft. Revision is required, not optional. Be specific about how feedback will be given.
   - Attach writing assignment handouts.
5. Using the chart below, explain how students will satisfy the WIC requirement to write:
   • At least 2,000 words that have been revised after feedback, and,
   • At least 5,000 words total. Refer to specific assignments in the syllabus.
6. Describe the process the unit will use to measure the achievement of the Writing Intensive Course Category Learning Outcomes in this course.

**WORD-COUNT TABLE for PROPOSED WIC COURSE**

<table>
<thead>
<tr>
<th>Assignment title</th>
<th>Will writing be graded or ungraded?</th>
<th>No. words</th>
<th>Individual or group assignment?</th>
<th>Will students revise the assignment?</th>
<th>Total word count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1. The term “ungraded” here encompasses assignments that are minimally graded—that is, ones where students receive credit simply for turning the assignment in; where the writing is evaluated on a check minus, check, or check-plus basis; and so on.
2. One typed double-spaced page of 12 pt. text = approximately 250 words; thus, a 5-page assignment would translate here to 1,250 words.
3. In WIC courses, at least 25% of students’ grades must be based on individual writing. Individually written sections of group papers can count toward this requirement only if the sections are graded individually.
4. To meet the WIC requirement, students must revise a minimum of 2,000 words, with the revision work either spread over several shorter assignments or applied to a single 10-or-more-page assignment.
5. When a student revises a paper, the word count of the draft and the revision both count toward the total word count. Thus a 2,000 word draft that is revised counts as 4,000 words.