Core 2014  
Course Proposal Quick Start Guide  
For Curriculum Teams and Facilitators

Part I: Course Information
This section is self-explanatory, but be sure your course title, prefix, number, and catalog description are accurate and are the same as found in the current LSCS Catalog. You must complete a separate proposal form for each course your curriculum team is proposing for the core.

- It is very important that your team identifies a reliable contact for follow-up communication – the reviewers may have questions while considering your proposal!

Part II: General Education Vision Statement
Read through the GE statement carefully and write a brief paragraph describing how your proposed course supports the values identified in the statement. Be concise but thorough.

Part III: THECB Foundational Component Areas (FCAs)
The course content appropriate to each FCA is defined by a two-sentence definition found in the grid printed at the top of section. It’s important to note that Part III and Part IV both relate to course content and the two-sentence FCA definitions and not to Core Objectives (CO’s). Both questions in Part III call for a brief statement – really just a sentence or two – describing how your course relates to each sentence in the definition separately. Again, be concise but thorough.

Part IV: Aligning Course Outcomes (SLOs) to Component Area Statements
This section also refers to course content and establishes the relationship between the two-sentence FCA definition and specific SLOs for your course. Room for five outcomes has been provided although many courses have more – remember that you don’t need to establish a relationship for all learning outcomes, just the relevant ones.

Part V: THECB Core Objectives
This is the most important yet challenging section as it addresses the true purpose of the new core curriculum: the development of the trans-disciplinary skills, knowledge, habits of mind, etc. that define a successful student and educated citizen (see the Gen Ed Vision Statement). Each FCA includes a unique set of three or four Core Objectives (CO’s) that must be addressed – Critical Thinking and Communication are common to all FCAs while the others (Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility) are distributed throughout the curriculum. You must address the required CO’s but you may address the others if you wish. There is no advantage to addressing more than the required CO’s, however.

You have three tasks for each required CO in Part V:

1. Identify how the skill identified by the CO will be addressed within your course by citing relevant learning outcomes, instructional strategies, or other factors common to all sections of the course regardless of mode of instruction – face to face, dual credit, early college high school, online, hybrid, etc.

2. Provide at least one direct measure of student performance of the skill defined by the CO. Direct measures are observable, measurable demonstrations of student learning – embedded test questions, writing assignments, portfolios, etc. Remember
that your curriculum team may opt to allow faculty the freedom to choose how to address the skill if so desired, but all instructors must measure with the same instrument/rubric.

3. Provide an assessment rubric and specify the level of mastery your team defines as successful for this CO in the context of your academic discipline.

What to Submit:

- **Completed Core Curriculum 2014 Proposal Form.** Each FCA has a unique form – be sure you've used the correct one, as the Core Objectives are different for each FCA.
- **Sample syllabus** for the proposed course, or (preferably) a link to it on the LSCS website. This can be a master syllabus if one exists or any other current sample syllabus that provides evidence supporting your proposal.
- **Assessment rubric and mastery level.** Standard rubrics valid for all FCAs and academic disciplines based on the VALUE rubrics (see http://www.aacu.org/value/rubrics/index.cfm) are being developed and will be offered for assessment of the FCOs. You may find it easiest to use these, but other rubrics are possible.

Component Area Option (CAO):

Proposals for the CAO are created in one of two ways:

A. Course must match the definition of any one FCA and its required CO’s:
   - Use the appropriate FCA proposal form and check the box labeled, “CHECK HERE ONLY IF APPLYING FOR THE CAO UNDER OPTION A.”

B. Course must match the definition of any one FCA, the Critical Thinking CO, the Communication CO, and any other CO of your choice:
   - Use the Component Area Option B Proposal Form

Hints:

1. Write for your audience – well-educated colleagues who may lack expertise in your academic discipline.
2. The individual courses selected for the 6-hour FCAs (Communication, Life and Physical Sciences) don’t have to match all parts of the FCA definition – courses selected for that FCA must satisfy the full definition together, however.
   - All courses chosen for an FCA must satisfy all CO’s for that area.
3. Make sure that you consider all possible modes of instruction. If you cite qualifying information for your course, that information must be true for all sections.
4. If your proposed course is more than 3 credit hours, such as lab science, the extra hours may be incorporated into the CAO or they may be moved to the relevant degree plans. This will be a curriculum issue rather than a discipline issue except as it relates to the development of degree plans.
5. Please edit your proposal carefully prior to submission – use spell check and ask colleagues to review and edit prior to sending.
6. The electronic signature feature locks the form from further edits once you enter a signature – it can be undone if necessary, however. This feature is not Mac-friendly, so you'll need to submit from a PC.
7. If you have questions, please ask either Marie Thibodeaux or James Stubbs for clarification.

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