

Table of Contents

GROUP 1 **1**

GROUP 2 **7**

GROUP 3 **11**

GROUP 1

Bacc Core breakout (McKenzie, Kate, Heath, Inara, Erin)

NEW BACC CORE MODEL (Wicked Problem Model)

Goals:

- *Fewer categories:* Students should be able to differentiate among categories and understand the importance of each category to their education
- *Fewer credits:* students should not be hampered in their progress to success in their major, yet they need to have a well-rounded education
- *Transfer friendly:* students transferring to OSU should be able to complete their degree in a timely manner. However, we still want to have OSU-specific courses at the upper division level.-
- *Measurable assessment:* each category is distinct enough that assessing the unique learning goals is easier
- *Emphasize problem solving/critical thinking* rather than memorization and content at all levels of the Bacc Core.
- *Support four/six year graduation plans:* Allow double dipping for Bacc Core and major.
- *Clarify categories:* Currently, some courses are doubled listed across more than one Bacc Core category. This creates confusion as to whether these courses can also be used to “double dip” for an individual student (i.e., one course counts toward two Bacc Core categories). In the new model, we will be clear that courses **can/cannot** be listed in multiple categories.
- *Improve Administration:* We believe it is essential to add a Bacc Core Director in order to effectively administer the change process of moving to a new Bacc Core Model, and to continue to administer the program after the change is made.

Summary of Changes

| Existing Bacc Core (credit range indicates possible range of credits of courses; lower end of the range indicates the minimum number of required credits) | Proposed Model (credit range indicates possible range of credits of courses; lower end of the range indicates the minimum number of required credits) |
|--|--|
| Writing I (3-4 credits) Writing II & Speech (6 credits) | Writing I (4 credits) Communications (3 credits) |

| | |
|---|---|
| Math (3-4 credits) | Quantitative Reasoning (3-4 credits) |
| Fitness (3 credits) | • |
| Biological Science w/ lab (4 credit) Physical Science w/lab (4 credits) 1 additional course w/lab (4 credits) | Integrated Sciences (8 credits) --two class w/lab |
| Literature and Arts (3-4 credits) | Arts and Letters (3-4 credits) |
| Cultural Diversity (3-4 credits) Social Processes (3-4 credits) Western Culture (3-4 credits) | Cultural and Social Processes (3-4 credits) |
| DPD (3-4 credits) | DPD (3-4 credits) |
| Synthesis --Contemporary Global Issues (3-4 credits) --Science, Technology and Society (3-4 credits) | - |
| | Wicked Problems & Society (3-4 credits) |
| WIC (3-4 credits) | WIC (3-4 credits) |
| Total: minimum 51 credits; depending on individual courses, students may end up taking up to 61 credits. | Total: minimum 33 credits; depending on individual courses, students may end up taking 39 credits. |

Structure and Overview of Changes

- **Writing, Communications & Literacy** (2 classes; 7-8 credits): WR 121 (4 cr) AND pick one from variety of communication courses, including: WR 2XX, COMM XXX, digital communication/proficiency, visual communication, information literacy
 - *Justification: we believe communication & literacy are essential skills for OSU graduates. We believe communication can take many forms (i.e., writing, visual, information/data visualization). Key for us is the concept of information literacy and the ability to look beyond websites to critically examine information and the credibility of data/sources. We want students to be able to answer the question--“How can you look at a source and determine if it’s credible?” This concern was voiced multiple times in the Bacc Core listening sessions. Accordingly, we would incorporate this concept into learning outcomes in the Communications/Literacy Courses in this area.*
 - This replaces the current requirement for Writing I & II and Speech (total of 10 cr.)
- **Quantitative analysis** (3-4 credits; 1 class): This category includes a diversity of courses with a quantitative analysis focus, including math, statistics, accounting, financial literacy, select economics courses.
 - *Justification: Students in different majors and who will be entering different professions may require very different quantitative skills. While intermediate algebra is critical to all citizens doing financial planning, taxes, etc., some professions do not need polynomial equations or modeling.*
 - This replaces the current requirement for Mathematics (3 credits).

- Course example: MTH 105, ST 201, ECON 201, BA 211 or 213.
- **Integrated science** (8 credits): (2 classes w/lab): this category would generally include any of the existing bacc core perspectives sciences or existing recognized transfer courses. However, the learning objectives would be broadened to allow courses that more creatively consider interdisciplinary scientific subjects and include applied scientific theories and information. The focus of this category is on application of scientific theories and concepts to society and practical life scenarios, and not exclusively to traditional introductory science classes. We also urge the development of new courses that could be used in a complementary way with a Wicked Problems and Society class (see below).
 - *Justification: We believe science should be required not as an exercise in memorizing content that students will not use again in the future, but as an applied discipline that requires critical thinking and analysis of data or source material. Courses accepted into this category must emphasize the science skills required for becoming a knowledgeable and well-rounded citizen in the 21st century, and might not necessarily be majors-level science classes. Oregon State University can make a mark here in the creation of truly interdisciplinary courses that address the most significant scientific issues facing citizens concerning health, global health, and the environment.*
 - This replaces the requirement for 1 class in Biological Sciences w/lab, 1 class in Physical Science w/lab, and 1 additional course in either area (total of 12 credits).
 - See below regarding the creation of 7-8 credit applied interdisciplinary synthesis courses that combine a 3-4 credit Wicked Problems and Society course with a 4 credit science course (with lab), satisfying both Bacc Core requirements.
 - It is essential to have a hands-on, small-group lab component so that students can use and apply material, manipulate data, and work in groups, rather than just memorize content.
- **Arts and Letters** (3-4 credits) 1 class. This category could include courses from fine arts (painting, photography, printmaking, etc.), history, philosophy, and other liberal arts departments.
 - *Justification: We have renamed this category to better align with the Oregon Transfer Compass (AAOT and Core Transfer Map). We also suggest modifying the learning objectives to create a more distinct difference between Arts and Letters and Cultural and Social Processes. Currently, many courses in Literature and Arts are double listed because they require cultural context. We believe well-developed learning outcomes can differentiate between these categories, likely by removing the requirement for cultural context in the Arts and Letters category.*
- **Cultural and Social Processes** (3-4 credits) 1 class. Courses in this category could broadly include courses from any of the three existing categories, and would include social sciences.
 - *Justification: We believe there is considerable overlap among the three existing categories Western Culture, Social Processes and Institutions, and Cultural Diversity, so we propose collapsing them into one category. Additionally, we believe the required "Western culture" category inappropriately prioritizes Western culture over other cultural traditions, and also ignores the reality of educational content, which is biased toward a Western cultural viewpoint.*
 - This category will replace the three existing categories (total credit requirement of 9 credits).

- **DPD/Social Justice** (3-4 credits) 1 class. We have kept the current DPD requirements, but are concerned that the US focused requirement is too limited. Accordingly, we would like to consider broadening this category to include a global DPD perspective.
- **Wicked Problems & Society** (3-4 credits; upper level; *not transferable: this requirement would have to be completed at OSU*). General course description: students will be presented with a “wicked problem” with a global focus, such as climate change, environmental degradation, poverty, or global pandemics. Each wicked problem must have both a sustainability and a social justice aspect that will be addressed in the class. Each problem will utilize science as one of the ways of understanding the cause of the problem and potential solutions.
 - *Justification: Our society is plagued by potentially existential, wicked problems including climate change, environmental degradation, emerging pandemics, racial inequality, and poverty. Addressing these types of problems (because by their nature, they are difficult or impossible to solve) requires education as to the nature of the problem, and the use of interdisciplinary means, including both natural and social science tools, to understand the way these problems have interconnected causes and effects, and the integration of science with other disciplines to address, including social processes, communication, and data analysis. We believe it is essential for our OSU students to gain an understanding of the scope of problems our society faces and to gain some of the skills needed to address these problems. In our world, an educated citizenry must understand the scope and scale of the wicked problems we face, and we don't believe this is captured in current Bacc Core requirements.*
 - Replaces existing synthesis category (total of 6 credits).
 - We would require that courses in this category cannot be limited to certain majors.
 - Learning Objectives
 - Critical problem solving
 - Interdisciplinary thinking
 - Information literacy
 - Critical thinking
 - Writing component (could have some requirement of cross-disciplinary writing; scientists need to communicate; English majors need to communicate about science; knowledge communication)
 - While courses could be from a single discipline look like a traditional 3-4 credit class, faculty would be encouraged to develop 6-8 credit courses that align a Wicked Problem course (3-4 credits worth) and an Integrated Science (3-4 credits with lab) course.
 - For example, imagine a 6-8 credit course called "Climate Change: Global Consequences of a Wicked Problem." Such a course would necessarily include the science behind anthropogenic climate change and how to evaluate evidence related to it. It would also include issues traditionally outside the sciences, including how to effectively communicate with the public with regard to climate myths and the main claims of climate deniers, impacts of climate change on marginalized communities, mitigation strategies for particularly affected communities such as island communities, as well as economic and social repercussions of climate change. Such a course might include an experiential component in which students engage in climate change mitigation efforts, propose legislation or provide a response to proposed legislation.

- Cost and structure:
 - We suggest creating a structure to aid in the preparation and overview of course proposals in this category, either in an “academy” model (like DPD), or as an independent unit (as the Honors College).
 - We recommend that these courses be relatively small (30-40) and include active engagement and experiential activities. We are concerned, however, that the cost of offering such courses could inhibit some departments from offering them. A benefit of offering these courses through an independent unit would be the potential for separate funding.
- **WIC** (4 or more credits): 1 class in major
 - *Justification: No change; everyone needs to know how to write for their discipline!*

Notes

- The fitness category has been removed. In the extensive survey of other universities taken by this committee, we found that few universities still had a fitness requirement, and both faculty and students do not see the value at the college level of this requirement. We note that one credit of fitness is a requirement for graduation from Oregon high schools.
- We believe it is essential to hire a director for the Bacc Core program, and that this person be hired immediately to oversee the change process. This person would primarily serve an administrative function, including overseeing as program manager the process of reaching alignment on a new Bacc Core model and steering the process of moving to that new model. This person would not have curricular oversight, and we do not believe they need to be academic faculty. **Rather, their role would include...**
- As Senators within Oregon consider proposing a bill to establish common course numbers for many 100- and 200- level courses, we would be remiss to not consider the shift to semesters at the same time. Not only do semesters enable more time to implement academic interventions to support students, this shift would also better align in support of our out-of-state transfer students. As we’ve seen since the start of the COVID-19 pandemic, more students have enrolled in our Ecampus programs. It is worthwhile to note that aligning course numbers and content across the 24 Oregon public institutions will take considerable time and effort. This move should drastically support our local transfer students’ journey towards bachelor’s degree. Shifting our quarter system to semesters would also take considerable time to reconfigure course content layout. Likewise, the shift to semesters should also drastically support students transferring from out-of-state and from private universities within Oregon.
- Comparison across Existing/Proposed and to CTM

| Existing Bacc Core | Proposed Model | Core Transfer Maps alignment |
|--|---|------------------------------|
| Writing I (3-4 credits) Writing II & Speech (6 credits) | Writing I (4 credits) Communications (3 credits) | Writing-WR 121 (3-4 Cr.) |
| Math (3-4 credits) | Quantitative Reasoning (3-4 credits) | Math – 1 course (4-5 Cr.) |

| | | |
|---|---|--|
| Fitness (3 credits) | • | |
| Biological Science w/ lab (4 credit) Physical Science w/lab (4 credits) 1 additional course w/lab (4 credits) | Integrated Sciences (8 credits) --two class w/lab | Natural Science – 2 courses w/labs (8-10 Cr.) |
| Literature and Arts (3-4 credits) | Arts and Letters (3-4 credits) | Arts & Letters – 1 of 2 courses (6-8 Cr.) |
| Cultural Diversity (3-4 credits) Social Processes (3-4 credits) Western Culture (3-4 credits) | Cultural and Social Processes (3-4 credits) | Social Science – 1 of 2 courses (6-8 Cr.) |
| DPD (3-4 credits) | DPD (3-4 credits) | Social Science – *** 2 of 2 courses (6-8 Cr.) |
| Synthesis --Contemporary Global Issues (3-4 credits) --Science, Technology and Society (3-4 credits) | - | |
| | Wicked Problems & Society (3-4 credits) | |
| WIC (3-4 credits) | WIC (3-4 credits) | |
| Total: minimum 51 credits; depending on individual courses, students may end up taking up to 61 credits. | Total: minimum 33 credits; depending on individual courses, students may end up taking 39 credits. | Missing: - OSU: 1 Communications - CTM: 1 Arts & Letters course, may be too large a stretch to fulfil DPD |

GROUP 2

*Courses in Foundational Knowledge and Informed Citizenship would purposely be designed for the new baccore under the direction of the baccore director.

Goals

1. Streamline the bacc core

2. Thinking seriously about what the competency we want OSU graduates to have. Giving students the skills they need to be critical thinkers in today's world.
3. Align requirements with OSU lens
4. Provide students with an opportunity (through a reduced bacc core credit load) to pursue minors, second majors, and maybe certificates that align with their professional goals.
5. Connect the bacc core, to their major, through scaffolded classes in two categories
6. Build on OSU's strengths.
7. Fewer courses, fewer categories will create more common experiences.

Requirements for implementation

- Baccore Director & staff who will hold professional development opportunities for training to teach in the baccore.
- Baccore Director & staff who will oversee/recruit courses designed to fulfill the Informed Citizenship category.
- Baccore Director & staff who will perform strategic planning to assess how many courses need to be offered in each category for students in all modalities and pathways (transfer or not).

Justifications for the model

- Foundational Knowledge. Oregon state's mission promises to produce skilled graduates who are critical thinkers. The concept of the "well rounded student" is inadequate for achieving this goal. We move to a streamlined set of critical skills that meet the needs of the 21st century student.
- Informed Citizenship. This category aligns with OSU's values of accountability, diversity, respect, integrity, and social responsibility.
- Links between baccore and major areas provide a continuity of learning and connection.
- Limits the number of categories/courses that transfer students will have to complete to graduate.

Justifications for Eliminations

1. Replaced speech with informational literacy
2. Eliminated phys ed: financial considerations for students
3. Eliminated 2 sciences categories
4. Eliminated perspective category

We keep writing to align with the transfer model; we broaden math to quantitative reasoning to embrace the logic and quantitative analyses necessary to understand data and analyses in the 21st Century. We keep a natural science course to provide students with a baseline of understanding of basic science concepts and techniques. Finally, we add informational literacy to ensure that OSU students are prepared to sift through the morass of information and sources available. We reduce perspectives to two key areas that cover the US and Global communities, that scaffold and connect to the major, and align with OSU's mission and values. (I.e. Strategic plan for Diversity). These two areas are well suited for meeting OSU's Strategic Plan for Diversity which emphasizes diversity, inclusion, equity, social justice, high impact teaching and transformative learning.

Our Model: 26-32 credits (plus Structural Inequalities, Sustainability and WIC inside major → 35-44 total)

Foundational Knowledge: 14-16 credits

- Writing 121, 4 credits
- Quantitative Reasoning: 3-4 credits
 - Application of basic math or statistical skills to the analysis and interpretation of real-world data or problems
 - Math and/or Statistics; Deductive Logic; Computer Science
- Lab Science: 4 credits
 - Any lab science that teaches students the scientific method and teach how scientists approach asking and answering questions
 - Any lab science that provides hands on laboratory experience
- Informational Literacy (3-4 credits)
 - Opinion vs. Propaganda vs Analysis vs Fact-Based vs Source Criticism
 - The ability to locate, evaluate, and use information effectively
 - Help students understand their lifelong roles and responsibilities as both consumers and creators in the information ecosystem. (From the library)
 - Think critically about various sources of information

Completion of the AAOT, DTA, or the IGETC is equivalent to completion of the Foundational Knowledge part of this core.

Informed citizenship: 12

12 -16 credits with 6-8 that double count for your major for a total of 18-24 credits

- (OSU Imprint--idea would be that this is the OSU brand so only taken at OSU--really builds on OSU's strengths--differentiates us from other Oregon schools)
- Structural Inequalities/DPD: Two outside the major, one upper division course in the major (6-8 credits; 3-4 additional in major)
 - One course US and one course Global
 - Courses will cover these three Ps: Processes, power, and profit
 - Includes study of unequal distribution of power
 - Explaining how power, wealth, opportunity, and social identity are socially constructed and supported by governmental processes and/or institutional structures
 - Connect historical and contemporary social, political and economic contexts
 - Address intersections of gender, race, class, sexual identity, age and other institutionalized systems of inequity and privilege in the US.
 - Address intersections of gender, race, class, sexual identity, age and other institutionalized systems of inequity and privilege in a global perspective.
 - Links to all OSU Values
 - Links to OSU strategic plan on diversity
 - Synthesis between outside and inside major (like WIC)
- Sustainability: potential link to structural inequalities. Two outside the major, one upper division course in the major (6-8 credits; 3-4 additional upper division in the major)
 - One course US and one course Global
 - Triple bottom-line will be included in the learning outcomes: environment, economics, social (people, planet and profit).
 - Promotes environmental literacy

- Focus on the balance of economic, social and environmental needs for now and future generations
 - Employing an evidence based disciplinary or interdisciplinary approach
 - Integrate multiple perspectives (i.e. economic, ecological and social perspectives)
 - Recognize and assess how sustainability impacts their lives and how their actions impact sustainability
 - Links to all of the OSU values
 - Synthesis between outside and inside major (like WIC)
- WIC (3-4 credits)

Lower division?

Number of courses allowed in each category?

Any categories limited to certain colleges or programs?

Maximum credits=40

Bacc Core Model

Credit Range 40 to 32

| <u>Foundational Knowledge</u> | Course | Credits (max) (min) | |
|--------------------------------------|------------------------|---------------------|---|
| | Writing 121 | 4 | 4 |
| | Quantitative Reasoning | 4 | 3 |
| | Lab Science | 4 | 4 |
| | Informational Literacy | 4 | 3 |

Informed Citizenship

Structural Inequities

| | | |
|------------------|---|---|
| US Focus | 4 | 3 |
| Global Focus | 4 | 3 |
| In Major-focused | 4 | 3 |

Sustainability

| | | |
|--------------|---|---|
| US Focus | 4 | 3 |
| Global Focus | 4 | 3 |

In Major-focused 4 3

Current Bacc Core

Credit Range 61 to 54

| Bacc Core (up to 53 credits) | Category | Credits (max) (min) | |
|-------------------------------------|-----------------|----------------------------|---|
| | WR I | 4 | 4 |
| | WR II | 3 | 3 |
| | Wr/Speech | 3 | 3 |
| | Health | 3 | 3 |
| | Math | 4 | 4 |
| | Phys Sci w/ lab | 4 | 4 |
| | Biol Sci w/ lab | 4 | 4 |
| | Biol/Phys Sci | 4 | 4 |
| | West Culture | 4 | 3 |
| | Cult. Diversity | 4 | 3 |
| | Lit & Arts | 4 | 3 |
| | SPI | 4 | 3 |
| | DPD | 4 | 3 |
| | SYN/CGI | 4 | 3 |
| | SYN/STS | 4 | 3 |
| | WIC | 4 | 4 |

GROUP 3

Group 3 Overview

Goals:

- Align w/ the Association of American Colleges & Universities Liberal Education and America's Promise Initiative (LEAP) Initiative (<https://www.aacu.org/leap>), whose essential learning outcomes include:
 - *Intellectual & Practical Skills* (inquiry & analysis, critical & creative thinking, written & oral communication, quantitative literacy, information literacy, teamwork & problem-solving)
 - *Knowledge of Human Cultures & the Physical and Natural World* (science, math, social science, humanities, languages, & the arts)
 - *Personal & Social Responsibility* (local & global civic knowledge & engagement, intercultural knowledge & competence, ethical reasoning & action, & skills for lifelong learning)
 - *Integrated and Applied Learning* (including synthesis & advanced accomplishment across general & specialized studies)
- Align w/the Oregon Transfer Compass (<https://www.oregon.gov/highered/plan-pay-for-college/Pages/transfer.aspx>)

- Reduce number of Bacc. Core credit hours to be congruent w/other Oregon colleges & universities
- Include high-impact practices: diversity learning, writing-intensive courses, capstone courses & projects, service-learning

Comparison between Oregon Transfer Map and OSU's Baccalaureate Core:

| Core Oregon Transfer Map | Proposed OSU Baccalaureate Core | Current OSU Bacc Core |
|--|---|--|
| Writing (1 course) 3-4 credits | Writing 121, 4 credits | WR 121 (3 credits, might move to 4) |
| Math (1 course) 4-5 credits | Quantitative Skills, 4 credits | Math (3 credits) |
| Arts & Letters (2 courses) 6-8 credits | Arts & Humanities (2 courses) 6-8 credits | Lit & Arts Maybe West. Cult. |
| Social Science (2 courses) 6-8 credits | Social Science (2 courses), 6-8 credits | Social Process & Inst. Maybe Cult. Diversity |
| Natural Science (2 courses w/labs) 8- 10 credits | Biological Science w/lab, 4 credits Physical Science w/lab, 4 credits | Biological, Physical and third course from either category (12 credits) |
| Cultural Literacy Requirement | Cultural Literacy Requirement* | Maybe DPD |
| At least 30 total credits | | |
| | Writing II, 3 credits Verbal or Visual Communication, 3 credits Difference, Power & Discrimination, 3 credits Writing Intensive Curriculum + Capstone Course(s), 4-8 credits | WR II, 3 credits ?Speech, 3 credits Some Perspectives, if not aligned to categories above. |

| | | |
|--|--|---|
| | | Difference, Power and Disc. 3 credits (maybe) WIC - 3 credits Synthesis - CGI/STS ??? |
|--|--|---|

Possible Organizational Structure

| |
|---|
| Foundation Skills Writing I (4 credits) Writing II (3 credits) Quantitative Skills (4 credits) Verbal & Visual communication (3 credits) |
| Breadth of Perspective Biological and Physical Sciences (8 credits) Arts & Humanities (6-8 credits) Social Science (3 credits) Difference, Power, and Discrimination (3 credits) *Cultural Literacy Requirement |
| Depth of Knowledge Writing Intensive Curriculum & Capstone Course(s) (4-8 credits) <i>Courses in the major</i> |

Course Descriptions (changes highlighted in red)

Foundation Skills

Writing I (WR 121)

Student Learning Outcomes

- Be able to use multiple writing strategies in order to explore, clarify, and effectively communicate ideas to appropriate audiences.
- Demonstrate an understanding of language, form, and style.
- Incorporate critical thinking at all steps in their writing process.

Writing I courses shall:

- Be lower division and at least **4 credits**;
- Emphasize elements of critical thinking;
- Focus on the writing process, invention strategies, drafting and revision techniques, and the forms and conventions of writing;
- Emphasize the ability to analyze content and reader response;
- Require significant student practice coupled with evaluation;
- Encourage appreciation and understanding of language, form and style; and
- Develop increasingly sophisticated and efficient writing strategies.

Rationale

Effective writing is essential both in education and professional pursuits. Furthermore, writing provides considerable pleasure throughout life as a means of exploring and clarifying ideas and communicating with others. Writing is challenging as well as rewarding. Effective writing in a variety of situations requires well planned instruction and continued practice.

Writing II

Student Learning Outcomes

- Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
- Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
- Apply critical thinking to writing and writing process, including revision.

Writing II courses shall:

- Be at least 3 credits;
- Emphasize elements of critical thinking;
- Focus on relevant theory, concepts, and techniques for understanding the form of communication involved and for improving skills;

- Provide concepts and guidelines for determining effective communication within a specific area or discipline, including conventions of that field;
- Require significant student practice or performance coupled with evaluation; and
- Encourage appreciation and understanding of language, form, and style.

Rationale

The Writing II area provides supervised practice in written communication skills and extends the focus to professional communication concerns. To accommodate the needs of various undergraduate programs and diverse interests of students, a variety of writing options should be offered.

Quantitative Skills

Student Learning Outcomes

- Identify situations that can be modeled **quantitatively**.
- Calculate and/or estimate the relevant variables and relations in a setting.
- Critique the applicability of a **quantitative** approach or the validity of a **quantitative** conclusion.

Quantitative Skills courses shall:

- Be at least **4 credits**;
- Emphasize elements of critical thinking;
- Develop problem solving strategies; and
- Include at least one significant mathematical model.

Rationale

Everyone needs to manipulate numbers, evaluate variability and bias in data (as in advertising claims), and interpret data presented both in numerical and graphical form. **Replace:** Mathematics provides the basis for understanding and analyzing problems of this kind. Mathematics requires careful organization and precise reasoning. It helps develop and strengthen critical thinking skills.

Verbal & Visual Communication (Speech)

Student Learning Outcomes

- Demonstrate ethical and competent communication.
- Articulate theories of communication and/or rhetoric.

- Apply critical thinking to communication and/or rhetoric.

Communications Courses shall:

- Be at least 3 credits;
- Emphasize elements of critical thinking;
- Focus on relevant theory, concepts, and techniques for understanding the form of communication involved and for improving skills;
- Provide concepts and guidelines for determining effective communication within a specific area or discipline, including conventions of that field;
- Require significant student practice or performance coupled with evaluation; and
- Encourage appreciation and understanding of language, form, and style.

Rationale

The verbal and visual communication area provides supervised practice in oral, interpersonal, and visual communication skills and extends the focus to professional communication concerns. To accommodate the needs of various undergraduate programs and diverse interests of students, a variety of communication options should be offered.

Breadth of Perspective

Biological and Physical Sciences (1 of each)

Student Learning Outcomes

- Recognize and apply concepts and theories of basic physical or biological sciences.
- Apply scientific methodology and demonstrate the ability to draw conclusions based on observation, analysis, and synthesis.
- Demonstrate connections with other subject areas.

Science courses shall:

- Be at least four credits, contain a laboratory, and accessible to both lower and upper division students. Prerequisites or class-level restrictions must not create unreasonable barriers for students seeking to fulfill these categories;
- Emphasize elements of critical thinking;
- Focus on the meaning of the fundamental concepts and theories that broadly characterize basic (rather than applied) physical or biological science;
- Illustrate, demonstrate, and analyze natural phenomena and systems;
- Provide historical perspectives and context on the evolution of major theories and ideas;
- Demonstrate interrelationships or connections with other subject areas; and
- Examine the nature, value, and limitations of scientific methods and the interaction of science with society.

Rationale

Science seeks to develop a fundamental description and understanding of the natural world, from elementary particles to the cosmos, including the realm of living systems. Students should have the opportunity to explore the insights of science, to view science as a human achievement, and to participate in scientific inquiry. This experience includes the challenge of

drawing conclusions based on observation, analysis, and synthesis. To ensure a broad perspective, the science requirement consists of two parts: physical science (including earth science) and biological science.

Arts & Humanities (Literature and the Arts)

Examples of models to consider for modifying OSU's Literature and the Arts category:

Social Science (Social Processes and Institutions)

Examples of models to consider for modifying OSU's SPI category:

AAOT

Student Learning Outcomes:

- Apply analytical skills to social phenomena in order to understand human behavior; **and**
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

Washington State University

SSCI courses teach students how social sciences apply empirical principles and methods to understand human beings as social agents in cultural, group, and individual contexts. They do so by familiarizing students with the methods of inquiry appropriate to the discipline as well as the key concepts and major paradigms in the social sciences. Students in SSCI courses learn to identify and understand relevant source material and to evaluate empirical research and conceptual theories, often by analyzing current issues through the lens of social science disciplines. **Pennsylvania State University**

In Social and Behavioral Science (GS) fields, students focus on analyzing the forces that influence behaviors, values, habits, attitudes, and institutions. GS courses allow students to

explore the multiple perspectives and methodologies useful in analyzing and addressing complex social issues.

To help students achieve GS goals, the university provides GS courses and an appropriate learning environment for students to:

- Explore the interrelationships of the many factors that shape behavior
- Be introduced to methodological analyses of the forms, practices, and theories of politics, economics, and social institutions
- Develop comprehensive, integrated, reasoned, and theoretical views of their contemporary and emerging social worlds
- Expand their understanding of how social, political, and economic influences and trends affect individual, group, organizational, local, national, and global contexts.

GS Student Learning Criteria. Upon successful completion of the General Education Social and Behavioral Sciences (GS) requirement, students should have increased their abilities to:

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models, and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral science

Difference, Power & Discrimination

Student Learning Outcomes

- Explain how difference is socially constructed
- Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
- 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.

Difference, Power and Discrimination courses shall:

- Be at least 3 credits;
- Emphasize elements of critical thinking
- Have as their central focus the study of the unequal distribution of power within the framework of particular disciplines and course content;
- Focus primarily on the United States, although global contexts are encouraged;
- Provide illustrations of ways in which structural, institutional, and ideological discrimination arise from socially defined meanings attributed to difference;
- Provide historical and contemporary examples of difference, power, and discrimination across cultural, economic, social, and political institutions in the United States;
- Provide illustrations of 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;
- Provide a multidisciplinary perspective on issues of difference, power, and discrimination;

- Incorporate interactive learning activities (e.g., ungraded, in-class writing exercise; classroom discussion; peer-review of written material; web-based discussion group); and
- Be regularly numbered departmental offerings rather than x99 or blanket number courses.

Rationale

The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. Such examination will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

Cultural Literacy: Students must select one course from any of the Arts and Humanities, Social Sciences or Difference, Power, and Discrimination courses that are designated as meeting the statewide criteria for cultural literacy.

Cultural Literacy outcomes will be included in courses that meet the outcomes and criteria of a Arts and Humanities, Social Sciences or Difference, Power, and Discrimination requirement.

Outcomes

As a result of taking a designated Cultural Literacy course, learners would be able to:

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Criteria

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- Critically examine the impact of cultural filters on social interaction to encourage sensitivity and empathy toward people with different values or beliefs.
- Investigate how discrimination arises from culturally defined meanings attributed to difference.
- Analyze how social institutions perpetuate systems of privilege and discrimination.

- Explore social constructs in terms of power relationships.

Depth of Knowledge

Writing Intensive Curriculum

Student Learning Outcomes

- Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
- Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
- Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

The WIC requirement shall:

- Total 3 or more credit hours. In the case of a department whose WIC requirement is satisfied by a series of courses, WIC credit will be awarded upon satisfactory completion of the entire sequence.
- Ideally, WIC courses are restricted to 25 students. If anticipated enrollment is greater than the ideal maximum number of students, please explain how faculty will manage the workload.

Rationale

Beyond the writing skills and practice gained in WR I and WR II courses, students need to learn to write as members of the discipline or disciplines in which they have chosen to major. Writing Intensive courses, which are taken in the major, typically in the junior or senior year, introduce students to the genres, purposes, audiences, content, and conventions of writing in the major. Student writers gain experience with the resources used in their field and the formats and documentation style used to communicate knowledge. Through inquiry-based writing in the discipline, students gain understanding and knowledge of disciplinary goals and concepts. Students are encouraged to complete Writing I and Writing II requirements before enrolling in their WIC course.

Capstone course within the major (4 credits)

Require students to demonstrate Integrative Learning:

- 1) By showing a depth of knowledge within the chosen academic field of study based on integration, for example, of its history, core methods, techniques, vocabulary, and unsolved problems,

OR

2) By applying the concepts of their general and specialized studies to personal, academic, service learning, professional, and/or community activities,

OR

3) By integrating methods and concepts of the chosen discipline with those of other disciplines and engaging in cross-disciplinary activities.

Conclusion

Replace:

Skills, Perspectives, etc. with 3 different organizing ideas that point to: Foundation Skills, Breadth of Perspective, and Depth of Knowledge

Rationale: OSU needs clearer signposts for the goals of the Baccalaureate Core.

Speech with Verbal and Visual Communication

Rationale: to acknowledge the diverse ways that communication is required in today's advanced, technological society.

Social Processes and Institutions with Social Sciences

Rationale: To become aligned with LEAP, Oregon Transfer Compass, and to provide a broader more inclusive definition of the social sciences.

Arts and Literature with Arts and Humanities

Rationale: To become aligned with LEAP, Oregon Transfer Compass, and to provide a broader focus on Humanities, in which Literature is included.

Add:

Cultural literacy requirement (not attached to credits)

Rationale: To align with the Oregon Transfer Compass. Statewide criteria for cultural literacy should be used to develop this category.

Capstone course

Rationale: To provide a real-world challenge that highlights advanced accomplishment in the major

Delete:

Fitness (3 credits)

Rationale: To become aligned with LEAP, Oregon Transfer Compass, and other Oregon Universities.

1 science course (4 credits)

Rationale: To become aligned with LEAP, Oregon Transfer Compass. and 2 science courses are sufficient and inline with the - course requirement in Literature & Arts and Social Sciences

Western Culture (3 credits) and Cultural Diversity (3 credits)

Rationale: To become aligned with LEAP, Oregon Transfer Compass

Note: Western Culture is covered in all other Baccalaureate Core categories. Cultural Diversity will be covered by the Cultural Literacy Requirement

Synthesis courses: Contemporary Global Issues (3 credits) and Science, Technology, and Society (3 credits)

Rationale: To become aligned with LEAP and Oregon Transfer Compass and to provide more flexibility so that Programs can design criteria for their own capstone courses.

Note: change in credits from 3 to 4 for Writing I and Mathematics