

Guidelines for Course Submissions for Core Curriculum (Approved April 2018)

1. **Prerequisites** – If prerequisites are required, they should be other courses that are included in the Core Curriculum. If you are proposing a prerequisite course that is not included in the Core Curriculum, provide a rationale for the exception. Prerequisites that are specific to a single major are discouraged.
2. **Repeatable for additional credit** – Generally, courses found in the Core Curriculum are not repeatable for additional credit. The only exception to this are “umbrella” courses or seminars where multiple versions aligned with a general topic exist (such as ENGL 290), where students may take a different version if it is repeated.
3. **Syllabus** – *For both new submissions and changes to existing courses*, a new syllabus of record must be provided. This syllabus of record should be written in a generic fashion, i.e., rather than specifying a particular semester or providing precise dates for reading assignments, homework, exams or other assignments, it should be conveyed in a general fashion, e.g.,

Week Four: EVALUATING SOURCES; EQUAL OPPORTUNITY¹

Monday, X/XX Class Discussion: Evaluating Sources & Citations

Guest: Lisa Sweeney (Research and Instruction Librarian)

Reading: Excerpt from “Damn Lies and Statistics...” by Joel Best (BB)

Wednesday, X/XX Class discussion: Equal Opportunity

Readings: “Health” (WHY) and “The Making of the Black Gulag” (WHY)

Assignment #4 Due

4. **Syllabus Elements** – In addition to meeting the [Syllabus Guidelines for Best Practices](#), your syllabus needs to include the course learning outcomes that apply to Core Curriculum category for your course.² These should be copied verbatim from the source. Additional course learning outcomes that are unique to your particular course may be listed, if needed. The syllabus must also disclose what requirements (e.g., assignments, exams, etc.) are linked to each course learning outcome for assessment purposes.³ This disclosure can be conveyed in several ways:
 - a. **As a matrix, e.g.,**

¹ Drawn from a recent TSEM new course proposal by Department of Sociology, Anthropology & Criminal Justice.

² Course learning outcomes are found at the [New Core Learning Goals & Related Course Outcomes](#) link on the [Core Curriculum Reporting Committee](#) webpage.

³ The CIM page includes prompts for the course learning outcomes and associated course requirements. However, to ensure transparency to students and others, this information is also expected to be conveyed in the syllabus of record.

Course Learning Outcome	Related Requirements ⁴
• Construct and evaluate logical arguments.	Homework Assignments
• Apply and adapt a variety of appropriate strategies to solve mathematical problems.	Midterm & Final Exams
• Recognize and apply mathematics in contexts outside of mathematics.	Word Problems in Midterm & Final Exams
• Organize and consolidate mathematical thinking through written and oral communication.	Short Answer Essays in Midterm & Final Exams

b. Embedded in descriptions of requirements, e.g.,⁵

Course Paper: (300 points, 60% of final grade): Throughout the semester, each student will complete a final paper on a social justice topic related to Baltimore (or another city of their choice). There are multiple components of the final case study that are due throughout the semester; each component will be graded individually. More information on the Final Course Paper, and its components can be found at the end of the syllabus. This course paper is linked to **core learning outcomes 1, 2, 3, and 4, and course-specific learning outcomes 1 and 2.**

5. **Assessment Plan** – CIM will prompt you to document that an assessment plan has been proposed for the course (or is already in existence).⁶ Course approval for the Core Curriculum will be delayed if an assessment plan has not been developed.

⁴ Hypothetical examples shown for Core 3 (Mathematics).

⁵ Drawn from a recent TSEM new course proposal by Department of Sociology, Anthropology & Criminal Justice.

⁶ If you need assistance developing an assessment plan consult your college's Associate Dean (or College Assessment Committee, if one exists), or representative from the Subcommittee on Student Learning Assessment (SSLA) or University Assessment Committee.