Instructions for Proposing or Revising Courses for the University Core Curriculum Program

Ball State University's Core Curriculum centers the Indiana College Core (ICC) while also providing a distinctive general education experience grounded in Beneficence. For additional information on the ICC, please consult The Indiana Commission for Higher Education Indiana College Core guidance document (**link**). This proposal references the ICC SLO numbering convention corresponds to the numbering in the Indiana Commission for Higher Education Indiana College Core guidance document (Appendix A).

I. Procedure for Submitting Proposals or Revisions for Courses to the UCC Program

A. Only academic units may propose or revise courses for the UCC program.

B. Interdepartmental course proposals or revisions must be approved by each sponsoring academic unit.

C. Any academic unit considering submitting a proposal or revision for a UCC course should consult with their University Core Curriculum (UCC) college representative as they develop their proposal or revision to address any of the following issues:

1. Translation of UCC learning outcomes into the context of their course
2. Definition of appropriate measures of assessment
3. Identification of possible demurral problems
4. Rationale for inclusion in the UCC program

D. A sponsoring academic unit will submit the proposal or revision via Watermark Curriculum Strategy to route through the workflow for review. The proposal or revision will route to the College Curriculum Committee and College Dean for review and recommendation, according to that college's procedures. The Office of the Registrar will also review the proposal or revision before it is forwarded to the UCC Subcommittee for review and recommendation. You may consider adding your UCC college representative as a collaborator on this proposal or revision to allow them to quickly identify concerns. The UCC Course Proposal/Revision Cover Sheet **and** primary syllabus **must** be submitted through Watermark Curriculum Strategy for all course proposals and revisions.

E. The UCC Subcommittee will forward its recommendation for the roster of courses to the Undergraduate Education Committee (UEC). The UCC Subcommittee approves individual course proposals and revisions and compiles all the proposed changes to the University Core Curriculum to present to UEC at the end of the academic year. The UEC approves the updated core for implementation the following academic year.

F.   Reminders: Within Watermark Curriculum Strategy, use the system's New Course Form if the course is new to the University (i.e., it has not yet been listed in the catalog). Use the system's Revised or Drop Course Form for an existing course (i.e., it is currently listed in the catalog) if it is being proposed as an addition to the UCC or if it is already part of the UCC and a change is being proposed to the course title, number, description, credit hours, theme, SLOs, ICC alignment, and/or prerequisites. Within the Watermark Curriculum Strategy form, answer "yes" to the question "Is this an approved or proposed University Core Curriculum course?" to ensure the proposal routes to the UCC Subcommittee. The UCC Course Proposal/Revision Cover Sheet, primary syllabus, and other proposal materials must be attached at the bottom of the system's form.

G.   If the UCC Subcommittee suggests changes to the proposal or revision, it will be returned to the original submitter, who must then lock the proposal or revision, make adjustments, save, and return the changes through Watermark Curriculum Strategy. The proposal or revision will route back to the UCC Subcommittee.

II. FORMAT FOR UCC COURSE PROPOSALS AND REVISIONS:

A UCC course proposal or revision consists of the documentation described below. These items should be attached to the Watermark Curriculum Strategy New Course Form or Revised or Drop Course Form. Please note that even if the course has been previously approved, a full proposal that reflects the changes to replace the existing syllabus on file will be needed. While departments may choose to maintain the Course Primary Syllabus as separate from the other proposal items, the UCC Committee recommends that items A, B, and C be submitted as a single PDF document.

A. UCC Course Proposal/Revision Cover Sheet

B. Course Primary Syllabus (for more information refer to the Faculty and Professional Personnel Handbook, section 99 "Syllabi of Courses"); **please ensure your primary syllabus conforms to your College's requirements for a primary syllabus.**

   The *minimum* requirements for this syllabus include:

   1. Course title, description (same as catalog description), and credit hours

   2. Course Objectives/Outcomes Aligned with the Required ICC SLOs

   Course learning outcomes or objectives must be described regarding observable, assessable student performances (e.g., written, oral, visual).

   - Outcomes that state students should be able to identify, recognize, relate, and predict are often associated with student learning outcomes that may be assessed using objective (e.g., multiple-choice) question formats.

   - Outcomes that state students should be able to use, explain, apply, calculate, relate knowledge from several areas are associated with student learning outcomes that should be assessed using problems, open-ended exam question formats or various forms of student projects, papers, or presentations.

   - Outcomes must be aligned with required ICC SLOs—the UCC Committee recommends the inclusion of a table that demonstrates alignment and identifies planned assessments. (See sample table below for reference.)

   3. Course Rationale

Provide a rationale that will indicate how the course will enable students to achieve the course objectives. This rationale should describe how the course content focuses on major ideas in the discipline that provide a useful context for attaining the course learning outcomes aligned with the ICC SLOs.

4. Course Content Outline and Format

List the major topics that will be addressed in the course. These should focus on major ideas within the discipline. Describe the planned instruction format, including the various pedagogical methods used to teach the course topics.   If applicable, address how the course may be adapted for online sections.

5. Additional Information Required by the College

C. Rationale for Inclusion of the Course in the UCC

Provide a rationale that indicates in detail how the course fits with the specific area of Foundational Intellectual Skills, Ways of Knowing, Research-Based Writing, or Beneficence Theme (as applicable). Include a description of how the course objectives fulfill the ICC/UCC SLOs for Foundational Intellectual Skills, Ways of Knowing, Research-Based Writing, or Beneficence Theme(s). In the case of courses proposed to the Beneficence Themes, please include a rationale for inclusion in the selected Theme(s). The rationale should also describe how the course content focuses on major ideas in the discipline that provide a useful context for attaining UCC student learning outcomes. This rationale may also include information about how the course will reflect one or more best practices for general education classes. As a reminder, **all of the courses in the transformed UCC must be at least 3 credit hours.**

D. Course Assessment

Describe the methods that will be used to evaluate student progress in the course. Assessing students typically involve multiple types of assessment, which might include:

- Objective exams (e.g., multiple-choice, true/false)
- Essay exam questions (e.g., interpret, analyze, explain, compare and contrast)
- Short reaction or reflection papers
- Oral group or individual presentations
- Data analysis (lab reports, graph summaries, etc.)
- Research projects
- Service-learning journals or progress reports

UCC courses are expected to heavily emphasize student learning outcomes that reflect the SLOs. Hence, assessments of student learning outcomes will demonstrate that the ICC SLOs have been achieved. Consequently, assessments of learning outcomes associated with the ICC SLOs will have substantial weight in determining student grades.

UCC courses should be periodically assessed by the department/school to determine if they are effectively contributing to the goals and objectives of the core curriculum. This will require a commitment from instructors to regularly collect and analyze data that document the proportion of students who successfully demonstrate mastery of ICC SLOs. Faculty members who commit to teaching in the core also commit to submitting a UCC assessment report by **Oct. 15** each year, following the guidelines

outlined **on the VPAA website**. Please also note on your syllabus that you will submit UCC assessment reports by Oct. 15 each year as a reminder for those teaching the course in the future.

In this section of the course proposal or revision, describe the types of assessment data collected to document the degree to which students successfully attain the learning outcomes identified in the course rationale and objectives. Also, describe how these data will be summarized and reported to the department, the college, and the **VPAA Office**.
Examples of future assessment documents might include exam questions, assignments, examples of student work, etc.

The proposal or revision should include a chart showing how this course will be assessed for meeting the UCC ICC SLO associated with the appropriate Foundational Intellectual Skills, Ways of Knowing, and Beneficence Themes.
Example:

Course SLO – ICC SLO – Planned Assessment Alignment		
Course SLOs	ICC SLOs	Planned Assessments
SLO 1		For this skill, assess …
SLO 2		For this skill, assess …
SLO 3		For this skill, assess …

E. Supplemental Rationale or Other Statement
The UCC Subcommittee will consider course proposals or revisions that deviate from one or more of the specific criteria outlined in this document. A course proposal or revision that deviates from one or more criteria must include a supplemental rationale explaining the reasons for the deviations. This rationale statement must also outline how the alternative proposed or revised course will meet the goals of the UCC approved by the University Senate and Board of Trustees. In this circumstance, the UCC course proposal or revision may include any additional information the proposing department or faculty member believes necessary.

F. Recommendations for Syllabus
- Faculty should acknowledge in the syllabus that this course is part of the University Core Curriculum (UCC).
- Faculty should include in the syllabus a description of how the UCC core relates to students' overall experience at BSU.

Example:

This course is part of the University Core Curriculum (UCC). The UCC enables students to:
- *realize their intellectual potential*
- *add breadth and depth to their educational experience*
- *increase their personal well-being*
- *participate actively in their communities*

Appendix A: UCC Foundations Intellectual Skills, Ways of Knowing, Beneficence Themes

The four distinct elements of Ball State University's Core Curriculum – Foundational Intellectual Skills courses, Ways of Knowing courses, the Research-Based Writing course and Beneficence Theme courses – collectively address all six (6) ICC competencies and accompanying 41 student learning outcomes in the following ways:

The Foundational Intellectual Skills (9 hours):

- The English, Communication Studies and Math departments are responsible for assessing the foundational intellectual skills.
- The units will work with the UCC Director and Director of Assessment and Accreditation to determine the assessment cycle for the SLOs following BSU's assessment procedures.
- The ICC Foundational Intellectual Skills and SLOs are:

Written Communication – ENG 103

1.1 Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.

1.2 Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.

1.3 Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.

1.4 Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.

1.5 Develop, assert, and support a focused thesis with appropriate reasoning and adequate evidence.

1.6 Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.

1.7 Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

Speaking and Listening – COMM 210

2.1 Use appropriate organization or logical sequencing to deliver an oral message.

2.2 Adapt an oral message for diverse audiences, contexts, and communication channels.

2.3 Identify and demonstrate appropriate oral and nonverbal communication practices.

2.4 Advance an oral argument using logical reasoning.

2.5 Provide credible and relevant evidence to support an oral argument.

2.6 Demonstrate the ethical responsibilities of sending and receiving oral messages.

2.7 Summarize or paraphrase an oral message to demonstrate comprehension.

Quantitative Reasoning – MATH 125 or equivalent

3.1 Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).

3.2 Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).

3.3 Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.

3.4 Analyze mathematical arguments, determining whether stated conclusions can be inferred.

3.5 Communicate which assumptions have been made in the solution process.

3.6 Analyze mathematical results in order to determine the reasonableness of the solution.

3.7 Cite the limitations of the process where applicable.

3.8 Clearly explain the representation, solution, and interpretation of the math problem.

The Ways of Knowing (9 hours):

UCC Structure	Scientific ICC SLOs	Social and Behavioral ICC SLOs	Humanistic and Artistic ICC SLOs
Courses listed as an option to fulfill one of the Ways of Knowing requirements must address the following ICC SLOs:	Explain how scientific explanations are formulated, tested, and modified or validated (ICC SLO 4.1).	Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain (ICC SLO 5.1).	Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience (ICC SLO 6.1).
	Distinguish between scientific and non-scientific evidence and explanations (ICC SLO 4.2).	Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena (ICC SLO 5.2).	Analyze the concepts and principles of various types of humanistic or artistic expression (ICC SLO 6.4).
	Apply foundational knowledge and discipline-specific concepts to address issues or solve problems (ICC SLO 4.3).	Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities (ICC SLO 5.6).	Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time (ICC SLO 6.7).

- We have mapped The ICC SLOs to either the Ways of Knowing requirement or the Beneficence Themes.
- Because these two elements of the core address different SLOs, departments cannot propose one course to fulfill both a Ways of Knowing requirement and a Beneficence Theme.

Research-Based Writing (3 hours):
A research-based writing course offered by the Writing Program or a College introduces students to research writing conventions. Because of the importance of research writing for academic and professional success, this course provides <u>additional experience</u> focused on the following ICC SLOs:

ENG 104	Scientific Research-Based Writing course designed by a College Scientific ICC SLO	Social and Behavioral Research-Based Writing course designed by a College Social and Behavioral ICC SLOs	Humanistic and Artistic Research-Based Writing course designed by a College Humanistic and Artistic ICC SLOs
Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.) (ICC SLO 1.7).	Locate reliable sources of scientific evidence to construct arguments related to real-world issues (ICC SLO 4.6).	Demonstrate basic literacy in social, behavioral, or historical research methods and analyses (ICC SLO 5.3).	Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources (ICC SLO 6.2).

- In addition, **these courses will share common course-based SLOs** to provide a commensurate, transferrable research-based writing experience regardless of the students' chosen majors. These common course-based SLOs ensure students are prepared if they change majors or add minors in other disciplines.
- The shared course-based SLOs will be added to this assessment plan. We are currently in consultation with the Director of the Writing Program and the UCC Director to identify these additional SLOs.
- Instructors can continue to include other learning outcomes on their syllabi for their course, but for the actual UCC assessment reports, the focus would be on the assigned ICC SLO and the shared course-based SLOs.

Advancing Beneficence in the Curriculum Themes (9 hours):

UCC Structure	Scientific ICC SLOs	Social and Behavioral ICC SLOs	Humanistic and Artistic ICC SLOs
Courses listed as an option in Beneficence Theme must address the following ICC SLOs:	Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions (ICC SLO 4.4).	Demonstrate basic literacy in social, behavioral, or historical research methods and analyses (ICC SLO 5.3).	Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources (ICC SLO 6.2).
	Use current models and theories to describe,	Evaluate evidence supporting conclusions	Analyze and evaluate texts, objects, events, or

explain, or predict natural phenomena (ICC SLO 4.5).	about the behavior of individuals, groups, institutions, or organizations (ICC SLO 5.4).	ideas in their cultural, intellectual, or historical contexts (ICC SLO 6.3).
Locate reliable sources of scientific evidence to construct arguments related to real-world issues (ICC SLO 4.6).	Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts (ICC SLO 5.5).	Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism (ICC SLO 6.5).
		Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts (ICC SLO 6.6).

Inaugural Beneficence Themes

Being Human: Exploring what makes us human, including the cultures and values that guide us in an interconnected and rapidly changing universe.

Global Connections: Recognizing our interdependence and appreciating the varied cultural voices and experiences that shape our world.

Honors in Practice: Fostering student-directed discovery through high-impact learning opportunities such as undergraduate research, immersive learning, study abroad/away, and diverse perspectives.

Innovation and Creativity: Encouraging imagination and advancement in the arts, sciences, and technology.

Personal and Financial Wellness: Enhancing physical and mental wellbeing, professional success, and economic responsibility.

Social Responsibility: Engaging responsibly with historical and contemporary frameworks to build and sustain stronger communities.

Sustainability: Fostering growth, environmental stewardship, care for human and non human life, and quality of place.