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TRANSFORMING BSU'S UNIVERSITY CORE CURRICULUM

Structure Proposal

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TASK FORCE MEMBERSHIP

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Kristen McCauliff, AVP for Faculty
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Steve Reed, Senior Systems
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- We are grateful that we had a chance to share a draft of this proposal at Faculty Council on December 7 and January 25.
- The current proposal incorporates the feedback the UCC Task Force received.
- This is the formal presentation of the reimagined University Core Curriculum and accompanying implementation recommendations.
- All members of the UCC Task Force support the proposed structure and implementation recommendations.

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THE CHARGE FROM THE UCC COMMITTEE, FACULTY COUNCIL, AND PROVOST'S OFFICE

- Create a Core Distinctive to Ball State University
- Prepare Students for Fulfilling Careers and Meaningful Lives
- Strengthen Alignment with the 30-Hour Indiana College Core

THE PROCESS

- Working Groups Conducted Extensive Research on Best Practices, Peer Institutions, BSU Enrollment and Transfer Data, and Previous Models
- Discussed Various Structure Ideas and Engaged in Idea Refinement
- Solicited Comments, Questions, and Feedback from Faculty, Colleges, and Faculty Council
- Presenting the Formal Proposal Informed by 5 Years of Collaborative Work

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GUIDING PRINCIPLES

- Centers Ball State University Values
- Catalyzes Student Interest
- Generates Enthusiasm
- Demonstrates the Distinct Contributions of Various Disciplines
- Promotes Innovative Best Practices
- Increases Equitable Outcomes for Students
- Supports Easy Transfer of the ICC Certificate and College Credits

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GUIDING PRINCIPLES

Creates Opportunities at the College Level as 6 Credit Hours Return to Colleges/Programs, for example:

- Bookended First-Year and Senior Seminars
- Professionalization Courses
- Transitioning to the Workforce Courses



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INDIANA COLLEGE CORE (ICC)

- **General Requirements**
 - 30 Hours
 - Meets ICC Competencies and Learning Outcomes
 - Facilitates the Transfer of Credit
 - Minimum GPA of 2.0
- **ICC Competency Requirements**
 - 9 Credits: 3 Credits in Each Foundational Intellectual Skills - Written Communication, Speaking and Listening, Quantitative Reasoning
 - 9 Credits: 3 Credits in Each Way of Knowing - Scientific, Humanistic and Artistic, Social and Behavioral
 - 12 Additional Credits: Must Meet ICC Competencies and Institutional Curriculum Policies



THE PROPOSED STRUCTURE

Foundational Intellectual Skills: 3 Courses

- Written Communication: ENG 103
- Speaking and Listening: COMM 210
- Quantitative Reasoning: MATH 125 (or required MATH core course)

Ways of Knowing: 1 Course in Each Competency – Comprised of Courses Available for and of Interest to All Students

- Scientific
- Humanistic and Artistic/Design
- Social and Behavioral

Research-Based Writing: 1 Course Introducing Students to Research and Writing

Beneficence Cluster: Consisting of 3 Courses Chosen by the Student from a Menu of Transdisciplinary Options



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PROPOSED BENEFICENCE CLUSTERS

These **transdisciplinary** clusters are an opportunity to **highlight Ball State values** as well as to **support students' intellectual growth and development**. The proposed clusters are:

- **Social Responsibility**: Improving our community and acting for the benefit of society.
- **Cultures and Values**: Appreciating the varied cultural voices and experiences that contribute to our communities, our state, and our country.
- **Sustainability**: Planning, revitalizing, and sustaining actions that foster growth, environmental stewardship, and quality of place.

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PROPOSED BENEFICENCE CLUSTERS

- **Innovation:** Encouraging creativity, responsiveness, agility, progressiveness, and technological advancement.
- **Global Connections:** Recognizing our global connectedness and interdependence resulting in economic, cultural, and social influence.
- **Personal and Financial Wellness:** Enhancing personal wellbeing, professional success, and economic responsibility.
- **Honors Cluster:** To be determined by the Honors College.
- **Design Your Own Adventure Cluster:** For transfer students and those needing to combine various Beneficence Cluster course options.

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DRAFT CLUSTER ILLUSTRATION

Sustainability: Planning, revitalizing, and sustaining actions that foster growth, environmental stewardship, and quality of place.

A <u>Few</u> Illustrative Options Drawn from Current Tier 2 Courses without Major Restrictions, Permission Restrictions, or Prerequisites		
Humanistic and Artistic/Design Ways of Knowing	Scientific Ways of Knowing	Social and Behavioral Ways of Knowing
CAP 200: Design Thinking CT 112: Computer Apps for Design PHIL 230: Environmental Ethics	BIO 220: Ecological Issues in the 21 st Century NREM 205: International Natural Resources PHYC 151: Energy: Technology and Society	ECON 279: Economic and Political Problems of Emerging Nations HSC 180: Principles of Public Health PLAN 220: History and Theory of Planning



DRAFT CLUSTER ILLUSTRATION

An example of how two different students might fulfill the Sustainability cluster.

Student A:	Student B:
<p>Humanistic and Artistic/Design: PHIL 230: Environmental Ethics</p> <p>Scientific: NREM 205: International Natural Resources</p> <p>Social and Behavioral: ECON 279: Economic and Political Problems of Emerging Nations</p>	<p>Humanistic and Artistic/Design: CT 112: Computer Apps for Design</p> <p>Social and Behavioral: PLAN 220: History and Theory of Planning</p> <p>Scientific: PHYC 151: Energy: Technology and Society</p>



FOR TRANSFER AND INCOMING STUDENTS

- Strengthened alignment with ICC increases Ball State University's competitive advantage and supports recruitment/retention efforts.
- Students who have earned the ICC Certificate transfer their credits/certificate without having to take additional UCC requirements.
- For students with some credits toward the ICC Certificate, it is important to explore options to transfer ICC courses as UCC "requirement met" credits, not as specific courses with parallel syllabi.



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IMPLEMENTATION

The UCC Task Force recommends:

- A Fall 2026 implementation target date.
- A compensated Implementation Task Force that begins work in May 2024.
- A current member of the Ball State University faculty will serve in the rotating position of UCC Director.
- Beneficence Cluster faculty champions to promote best practices for pedagogy and assessment.



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The UCC Task Force Recommends the Implementation Task Force:

- Develop guidelines for populating the structure and submitting/reviewing course proposals by Fall 2024;
- Coordinate with Colleges, departments, programs, and University systems about the UCC transformation;
- Ensure advisors and scheduling coordinators have the information they need for implementation;
- Report progress to Faculty Council and University Senate; and
- Consult with Marketing and Communications on the launch of a renovated UCC webpage and communications campaign that promotes the affordances of the transformed UCC.



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**Thank you for your time, attention, and
consideration.**

**Please share additional comments with your
College's representative on the UCC Task Force.**

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