

**University Core Curriculum
Review Task Force**

Final Recommendation

Presented to the Faculty Senate

12 March 2012

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**University of Southern Indiana
Faculty Senate Recommendation**

On

University Core Curriculum Review

28 January 2011

- A University Task Force will be charged with reviewing the Core Curriculum with an eye to preparing students for the 21st century.
- The Task Force, separate from both the Curriculum Committee and the Current Core Curriculum Council, will direct this review.
- The Task Force will be composed of the following elected representatives:
 - Bower-Suhrheinrich College of Education and Human Services 2
 - College of Business 2
 - College of Liberal Arts 2
 - College of Nursing & Health Professions 2
 - Pott College of Science & Engineering 2
 - University Division, Extended Services, Rice Library 1
 - Student and alumni members 2
 - Nomination by Provost 1
 - Ex-officio – Assistant Provost for Undergraduate Affairs 1
 - Ex-officio – Representative of OPRA (Assessment) 1

- Each college or unit will nominate 4 faculty members, with the final committee membership elected in a campus-wide election.
- Faculty members of the committee will be nominated by a faculty election in each college or unit.
- For the election, nominees will provide a statement outlining their vision of the core curriculum.
- Any proposed changes will follow the general curricular procedures through shared governance.
- The process will be transparent, with numerous opportunities for faculty and student input, including regular reports to Faculty Senate.

The UCC Review Task Force has been advised that Dr. Adrian Gentle (Chair, Faculty Senate, spring 2011), in consultation with Dr. Ronald Rochon (Provost) and Dr. Mark Krahling (Director of the University Core Curriculum Council) determined that review and recommendation of a Proposed University Core Curriculum does not fall under the procedures for modification of the Core Curriculum (see Handbook). Instead, any proposed changes to the University Core Curriculum should follow “the general curricular procedures through shared governance.” As defined in the University Handbook, (Item I: The Constitution of the Faculty, Article II: Authority and Functions of the Faculty Senate, Section 2.A: Legislative Authority):

The faculty, acting through the Faculty Senate, shall have the legislative authority to develop and propose policies governing:

- A. The curriculum and the requirements for academic degrees.

UCC Review Task Force Members

- **Bob Boostrom**, professor of Education
- **Michael Dixon - Co-Chair**, associate professor of History and program director of Classical Studies, assistant dean of College of Liberal Arts
- **Wes Durham**, associate professor of Communication Studies and director of Master of Arts in Communication program
- **Sarah Krampe**, USI Student, Student Government Association
- **Judi Kuric (January 2012-)**, Assistant Professor of Nursing
- **Paul Parkison**, associate professor of Education and chair of Teacher Education department
- **Dane Partridge - Co-chair**, associate professor of Management
- **Brian Posler**, associate provost for academic affairs
- **Renee Rowland**, lead advisor in University Division
- **Tim Schibik**, professor of Economics and assistant dean of the College of Business
- **Brent Summers**, associate professor of Biology and assistant dean of the Pott College of Science and Engineering
- **Lee Ann Shafer**, academic program manager/advisor in Outreach and Engagement
- **Ann White**, professor of Nursing and associate dean of the College of Nursing and Health Professions
- **Jordan Whitley**, USI Student, Student Government Association
- **Bill Wilding**, associate professor of Mathematics
- **Joe Wingo**, Senior Research Associate, Office of Planning, Research and Assessment
- **Jeanne Melton (March-December 2011)**, Assistant Professor of Health Services

UCC Review Task Force Web Site:

<http://www.usi.edu/facsenate/ucc/index.htm>

Acknowledgments

Members of the UCC Review Task Force would like to acknowledge those individuals and organizations at the University of Southern Indiana who have given of their time and expertise to assist us in our work.

For their support and guidance:

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For their assistance in scheduling and coordinating the UCC Review Task Force's work: Michele Duran (Senior Administrative Associate, Academic Affairs), Carey Franks (Assistant to the Provost), Sheree Seib (Senior Administrative Associate, Academic Affairs).

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Glenna Bower (Assoc. Prof., Chair, Dept. of Kinesiology and Sport), Heidi Gregori-Gahan (Director, Office of International Programs and Services), Zachary Henning (Asst. Prof. of Communication Studies), Leigh Anne Howard (Assoc. Prof. of Communication Studies), Marcia Kiessling (Associate Provost for Student Affairs), Wayne Rinks (Assoc. Prof. of Communications, Chair, Dept. of Communications), Silvia Rode (Assoc. Prof. of German, Chair, Dept. of Modern and Classical Languages), Kathy Rodgers (Assoc. Prof. of Mathematics, Chair, Dept. of Mathematics), Kent Scheller (Assoc. Prof. of Physics), Patrick Shaw (Assoc. Prof. of English and Director of Rhetoric and Composition), Stephen Spencer (Prof. of English, Chair, Dept. of English), Jaclyn Wells (Asst. Prof. of English).

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Department of Communications, Department of Mathematics, Department of Philosophy, Department of Sociology, Anthropology, and Criminal Justice, Department of Political Science and Public Administration, Department of Kinesiology and Sport.

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Development), Bobbie Brown (Center for Applied Research), Julie Brauser (Center for Human Resource Development), Megan Glenn (Senior Program Assistant, Historic Southern Indiana), Sara Bealor (Communications Intern, Center for Applied Research).

For their assistance in disseminating the results of our work to the USI community:
The Shield, Student Government Association.

University of Southern Indiana Mission Statement

USI is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community.

University of Southern Indiana 2010-2015 Strategic Plan

- **Increase experiential learning opportunities;**
- **Increase the graduation rate;**
- **Become a "24/7" campus;**
- **Provide leadership to the region;**
- **Increase the diversity of faculty, staff, and student body;**
- **Preserve and nurture our campus community.**

The University Core Curriculum, Fall 1995-present

A. The Mind: Enhancement of Cognitive Development (12-13 hours)

A1. Composition/Communication Studies (Speech) 9 hours

Students should be able to write clear, concise, and coherent prose in both expository and persuasive modes. They should be able to speak clearly, effectively, and persuasively in both formal and informal circumstances.

A2. Mathematics 3-4 hours

Students should achieve proficiency in algebraic skills and learn to apply mathematical techniques to solve problems. They should be able to interpret information and data presented in numerical, graphical, or statistical form, and convey this knowledge to others.

B. The Self: Enhancement of Individual Development (8 hours)

B1. Ethics 3 hours

Students should enhance their understanding of their ethical obligations to others and their responsibility to contribute to the common good. They should be able to articulate important ethical issues and to identify alternative positions on those issues (including grounds of those positions). They should also develop or refine their own ethical viewpoints and be able to defend them.

B2. The Arts 3 hours

Students should enhance their understanding of the fine, performing, or literary arts. They should begin to develop appropriate means of interpreting works of art and understanding ways in which such works express ideas and evoke feelings.

B3. Health/Fitness 2 hours

Students should engage in physical activities that lead to healthier lives and personal fulfillment. They should also understand ways in which such works express ideas and evoke feelings.

C. The World: Enhancement of Cultural and Natural Awareness (26-27 hours)

C1. History 3 hours

Students should become familiar with history as a method and a means of viewing human experience. By studying the significance of continuity and change, students should learn to relate events, ideas, and achievements to the contexts of their times, and assess the roles of individuals, institutions, and social processes.

C2. Individual Development / Social Behavior 6 hours

Students should acquire increased understanding of their own behavior and motivations, and increased understanding of the behavior of others. They should know how individuals develop, interact, and organize themselves in political, religious, social, and economic spheres. They should understand the significance and vitality of social

organizations ranging from groups to institutions, and the role of the individual within social environments.

C3. Science (L = lab course) 8-9 hours (at least one lab)

Students should experience the unique methods of science by which we have acquired knowledge of the natural world. They should understand the roles and limitations of hypothesis, observation, and experimentation in distinguishing truth from misconception. Students should also acquire broad based knowledge about the natural world and of the laws and patterns that govern it; such knowledge should enable them to understand personal and public issues relating to science.

C4. Western Culture 6 hours

Students should understand and contemplate the major ideas presented in the great works of philosophy, literature, and fine and performing arts of Western Europe and the Americas. They should recognize and respond to the strengths and shortcomings of this tradition, and appreciate the diverse voices that have shaped it.

C5. Global Communities 3 hours

Students should be familiar with the various ways in which countries have been and are linked together in the contemporary world. They should learn about variations in culture among and within countries and about how people belonging to different cultures view and respond to global issues differently. Students should also know about changing patterns in the ways countries interact and their impacts on people located in different parts of the world. In studying these linkages, significant attention will be paid to cultures outside the United States.

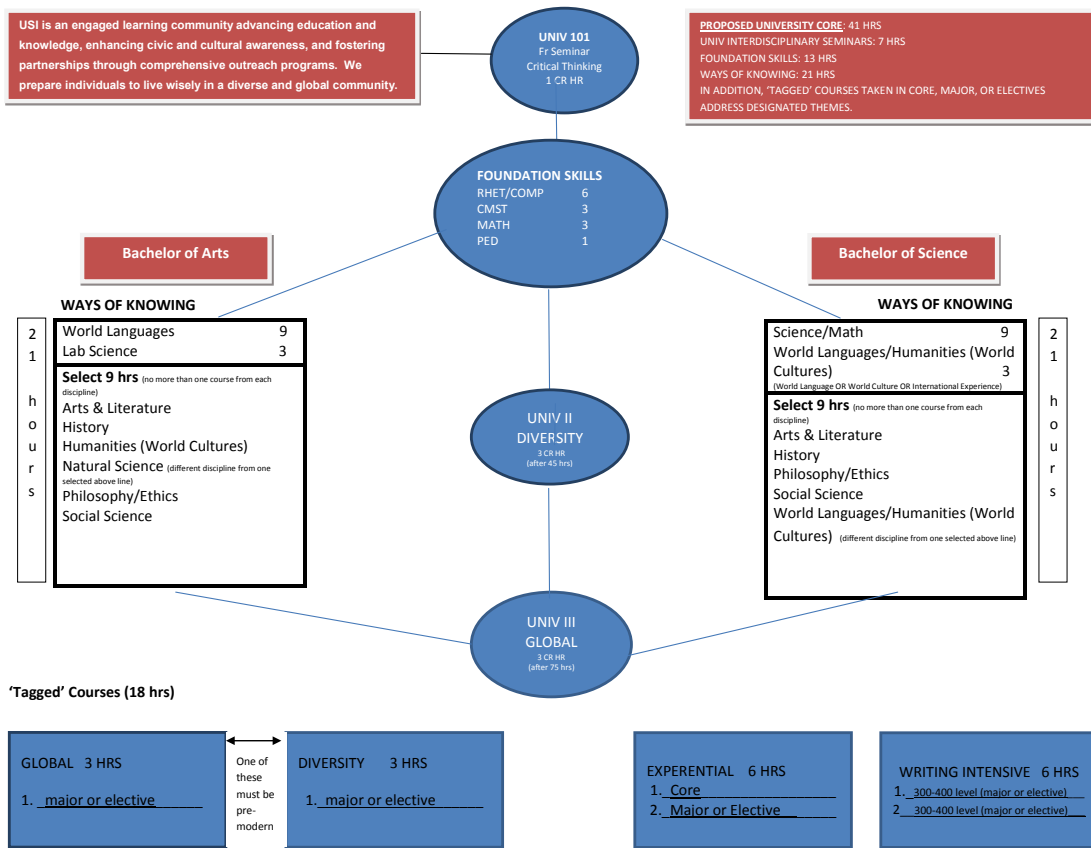
D. The Synthesis: Integration and Application of Knowledge (3 hours)

D. Synthesis 3 hours

Students should be able to draw on their educational experiences to develop interdisciplinary responses to problems and issues of contemporary life. They should explore the factors that influence these problems and issues, suggest alternative solutions, and identify ways in which they might contribute toward their resolution.

TOTAL MINIMUM REQUIRED HOURS: 50

August 2011 Proposed Core Curriculum



The University of Southern Indiana Faculty Senate charged the University Core Curriculum (UCC) Review Task Force to review the University “Core Curriculum with an eye to preparing students for the 21st century.” The UCC Review Task Force assessed the UCC, concluding that it does not reflect wholly USI’s mission statement and its 2010-2015 Strategic Plan. Further examination of assessment data pertaining to the UCC led the UCC Review Task Force to conclude that drafting and proposing a new core curriculum was necessary to prepare students more adequately for the 21st century.

The UCC Review Task Force’s activities have included evaluation of the UCC’s goals and objectives alongside USI’s Mission Statement and its Strategic Plan, review of existing assessment data, other universities’ core curricula, and literature concerning “general education” and “liberal education.” Upon completion of our review, we agreed

upon the following tentative list of curriculum outcomes and design principles:

Outcomes:

1. Intellectual and Practical Skills
2. Experiential Learning
3. Global Awareness and Diversity
4. Ways of Knowing
5. Effective Communication
6. Critical Thinking and Problem Solving
7. Living Wisely

Design Principles:

1. Ways of Knowing
2. Common University Experiences
3. Foundational Academic Skills
4. Core to Major connection
5. Core to USI Mission connection
6. Curriculum verticality

Our proposed curriculum requires that students attain a common core of “foundation skills,” including effective communication, mathematics, and physical education. We have adopted, however, a paradigmatic shift from a “general education” curriculum, focusing on “content” to a “liberal education” curriculum, emphasizing “ways of knowing.”

These outcomes and design principles led the UCC Review Task Force to determine that a proposed curriculum for 21st century students must include:

- a “common experience” for all USI students
- greater verticality throughout the curriculum
- a commitment to experiential learning and engagement
- a more significant commitment to “living wisely in a diverse and global community”
- a clearer differentiation between requirements for the BA and BS degrees
- a closer relationship between the core and the major

The proposed core curriculum aims to achieve these key objectives. We recommend, for example, the inclusion of a three-course “common experience” (UNIV I, II, III), ensuring verticality throughout the core. All students will complete these courses, the first of which will be designed as a common, first-year experience, in which students are introduced to critical thought. UNIV II and III will both be multi-disciplinary courses, focusing on Diversity and Global Community respectively. We envision that faculty from all disciplines will teach these courses, the topics of which may vary widely. Additionally, we believe that this “common experience” will contribute profoundly to the Strategic Plan goal “to preserve and nurture our campus community.”

The UCC Review Task Force determined that the absence of an experiential learning requirement in the current UCC is a deficiency, given USI's commitment to an "engaged learning community" and "outreach programs" and the Strategic Plan's Goal of enhancing "experiential learning opportunities." We recommend, therefore, that an experiential learning experience be required within the core curriculum as well as in the major or as an elective. Experiential learning is essential for 21st century students and this requirement may be satisfied in a variety of ways, including (but not limited to) a service-learning course, a study-abroad experience, or an internship.

USI's Mission Statement strongly emphasizes a commitment to prepare students "to live wisely in a diverse and global community." While the UCC introduces students to global communities, we felt strongly that greater breadth and depth to diverse and global communities would benefit students. The UNIV II-III sequence and other elements of the proposed core accomplish this goal.

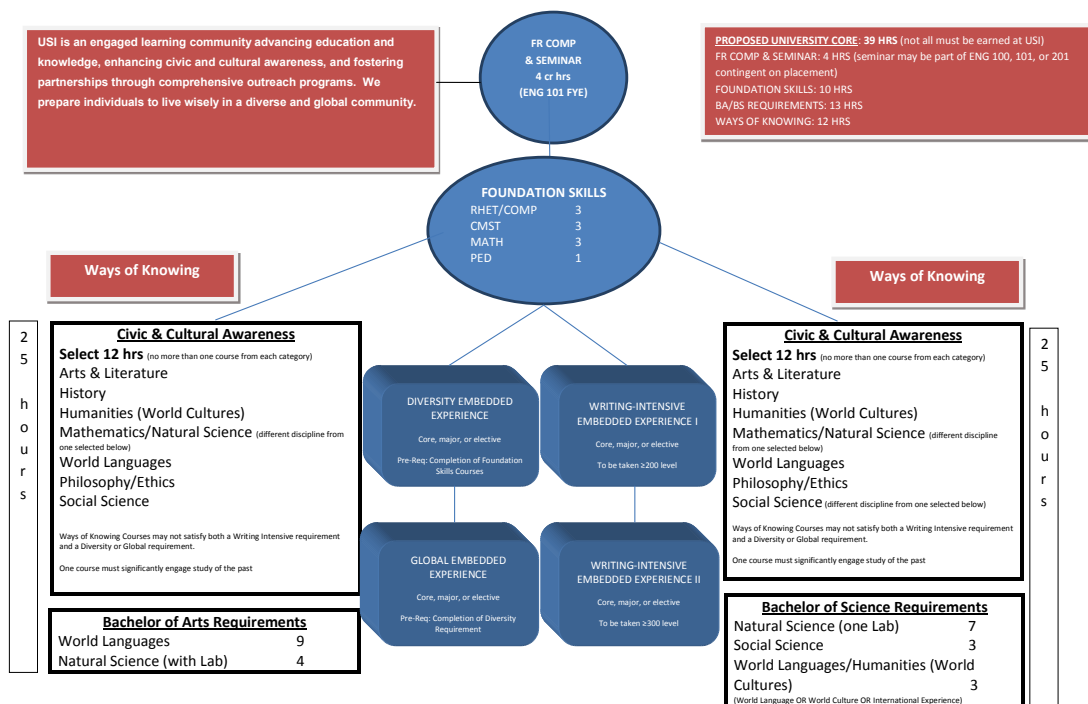
Our proposed core curriculum achieves clear and meaningful differentiation between the BA and BS degrees. We hope that students' academic advisors will work closely with them, recommending the most appropriate course of study.

The UCC Review Task Force's proposed curriculum employs the use of "tagging" certain classes that emphasize significantly Global Community (G), Diversity (D), Experiential Learning (E), and Writing (W). In addition to ensuring greater exposure to the diverse and global community in which we live, successful completion of these "tagged" courses enhances verticality throughout the curriculum. The "tagged" requirements will be completed both within the core curriculum experience as well as within a student's major or as electives. We believe that this provides students with some flexibility, and can serve to strengthen the relationship between the core and the major.

Presentation of the August Model and Faculty Response

The August 2011 draft proposal was distributed electronically to the Faculty Senate on 1 August and presented formally at the fall faculty meeting on 16 August. The presentation was followed immediately by approximately fifteen breakout sessions in which faculty of the university were provided the opportunity to voice their concerns with the proposal and to comment upon those elements of it that they appreciated. The UCC Review Task Force, with the cooperation of the Faculty Senate, subsequently hosted two town-hall meetings (24 and 30 August) that were facilitated by Ms. Elissa Bakke and members of the Center for Applied Research. We received at both the breakout sessions and the town hall meetings invaluable feedback (available on the UCC Review Task Force web site) on our first draft proposal that helped shaped our revised, second draft. Michael Dixon (co-chair) presented the proposal to the Faculty Senate (18 August) and Dane Partridge (co-chair) presented it to the Council of Program Chairs and Directors (28 September). Also, UCC Review Task Force members Sarah Krampe and Jordan Whitley organized and hosted a Student Government Town Hall (7 September) to solicit student feedback on the August proposal. In addition to these public venues, the UCC Review Task Force also received numerous written responses from individual faculty and from several departments, expressing their thoughts on the proposal. The members of the Task Force reviewed and considered all of the feedback we received and it shaped our discussions throughout the fall 2011 semester and it influenced the content of our revised proposal.

December 2011 Proposed Core Curriculum



We have spent the last several months processing the faculty feedback we have received and drafting outcomes and goals for the proposed draft; consideration of both has led the UCC Review Task Force to reevaluate certain aspects of our initial proposal and we offer here a second draft proposal. Action could not be taken on every suggestion that we received; nevertheless, we listened to all voices and we believe this second proposal addresses many faculty suggestions while retaining salient features of our initial proposal. Faculty feedback on the first draft proposal focused heavily upon the “tagged” courses and the UNIV I-III seminar sequence. Inclusion of both elements in the first draft proposal was designed to add experiences common for all students, incorporate verticality into the proposed curriculum, and also to develop a healthy connection between the core curriculum and any major program. Concerns and criticisms were robust regarding staffing issues and the lack of flexibility for students in some programs that these features might create. We have attempted within this second draft proposal to alleviate these concerns by adding greater flexibility for students to complete the core curriculum, while retaining elements of a common experience, verticality, and the means to develop a strong connection between it and a student’s major.

This second draft proposal continues to be shaped and guided by the University of Southern Indiana’s Mission Statement and its 2010-2015 Strategic Plan. We esteem the enhancement of “cultural and civic awareness” and the utility of preparing “individuals to live wisely in a diverse and global community.” We also view the University of Southern

Indiana as “an engaged learning community.” We hope that this proposal will help future students to reach these goals.

This second draft proposal is a 39-hour core curriculum with no “hidden hours.” We propose requiring a four-hour course that combines English 101 with a first-year seminar experience, ten hours of “foundation skills” courses, and twelve hours of “Ways of Knowing” electives, and thirteen hours that differ in content depending on whether or not a student pursues the bachelor of arts or a bachelor of science degree. In addition to these thirty-nine hours, we propose that four additional courses (twelve hours) of “Embedded Experiences” be completed in a student’s core curriculum experience, major, or as an elective. These “Embedded Experiences” include one, three-hour diversity course, one three-hour global course, and two three-hour courses that meet the “Writing Intensive” objectives. These writing intensive courses must be completed at the 200-level and 300-level (or higher) and the requirement may be satisfied in Ways of Knowing courses, a student’s major, or as an elective.

Presentation of the December Model and Faculty Response

The December 2011 draft proposal was distributed electronically on 13 December to the Faculty Senate and to the faculty as a whole. Michael Dixon and Dane Partridge (co-chairs) presented the model to USI faculty and staff at the spring faculty meeting (4 January 2012). This presentation was followed by five 90-minute town halls attended by faculty and coordinated by Faculty Senate and facilitated by members of the Center for Applied Research. The feedback we received at these venues (available on the UCC Review Task Force web site) was much more positive than that we received in August 2011, reflecting, we believe, general faculty satisfaction with the degree to which we had incorporated their input on the August model into the revised December proposal. Nevertheless, faculty continued to express some concerns, regarding especially the nature, content, and staffing of the proposed first-year experience as well as the rationale behind the proposed categories within the Ways of Knowing elective box. We have endeavored throughout the spring 2012 semester to address all of the concerns raised in the January town halls and from additional feedback we have received from individuals, departments, and colleges across campus. The final proposal (below), we hope, reflects accurately the attention we have given to all voices, their concerns and their satisfaction with the December model. Changes, as will be obvious, have been made to the previous iteration in this final proposal. Most significantly, however, is the clear articulation of goals and objectives of the final proposal as well as recommendations for a viable assessment plan and faculty development to implement effectively this proposal.

USI is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community.

PROPOSED UNIVERSITY CORE:
39 HRS (not all must be earned at USI)
FIRST YEAR EXPERIENCE (FYE): 1 HR
FOUNDATION SKILLS: 13 HRS
BA/BS REQUIREMENTS: 13 HRS
WAYS OF KNOWING: 12 HRS

DIVERSITY EMBEDDED EXPERIENCE
Core, major, or elective
Pre-Req: Completion of Foundation Skills Courses

GLOBAL EMBEDDED EXPERIENCE
Core, major, elective, or international experience
Pre-Req: Completion of Diversity Requirement

Embedded Experiences:

- Diversity
- Global
- Writing Intensive I
- Writing Intensive II

WRITING INTENSIVE EMBEDDED EXPERIENCE I
Core, major, or elective
To be taken ≥200 level

WRITING INTENSIVE EMBEDDED EXPERIENCE II
Core, major, or elective
To be taken ≥300 level

**Ways of Knowing:
Civic & Cultural Awareness
Select 12 hrs**

(no more than one course from each category)

- Creative and Aesthetic Expression
- Historical Inquiry
- Moral and Ethical Reasoning
- Scientific and Mathematical Inquiry
(different discipline from BA/BS requirements)
- Social Inquiry
(different discipline from BS requirements)
- World Languages and Culture

Ways of Knowing courses can be applied to only one line.
Ways of Knowing courses may not satisfy both a Writing Intensive requirement and a Diversity or Global requirement.

Bachelor of Arts Requirements:

- World Languages 9 hrs
- Natural Science (with Lab) 4 hrs

Bachelor of Science Requirements:

- Natural Science (one Lab) 7 hrs
- Social Inquiry 3 hrs
- World Languages and Culture 3 hrs

FYE and Foundation Skills

FYE (1 hr), Composition (6 hrs), Communication Studies (3 hrs),
Math (3 hrs), PAW (1 hr)

Rationale for the Proposed University Core Curriculum

First-Year Experience (FYE)

“Fostering student success in the freshman year is the most significant intervention an institution can make in the name of student persistence. More than any other, the freshman year presents attrition hazards that institutions must counter” (Upcraft, et al. 1989: 65). One of the primary goals of USI’s 2010-2015 Strategic Plan is to increase the graduation rate of our students through the development of effective framework for student retention. The implementation of a first-year experience is one means by which to achieve this goal. Both the Strategic Planning Committee on Student Graduation Rates and Student Affairs have recommended the implementation of first-year experiences. For these reasons, the UCC Review Task Force has included a one-hour First-Year Experience course in its Proposed University Core Curriculum.

Foundation Skills

The Proposed University Core Curriculum includes a required thirteen hours of Foundation Skills, including Rhetoric and Composition (6 hrs), Communication Studies (3 hrs), Mathematics (3 hrs), and Physical Activity and Wellness (1 hr). These skills reflect closely the categories A1, A2 and B3 of the current University Core Curriculum as we recognize the importance of effective communication (written and oral) skills and mastery of fundamental mathematical concepts, and their utility beyond USI. Moreover, we regard Physical Activity and Wellness an integral foundation for students and one that reflects USI’s mission to prepare students “to live wisely.”

Civic and Cultural Awareness: Ways of Knowing

The rationale behind the adoption of a Ways of Knowing approach is one that emphasizes the following design questions:

How are problems identified and addressed in this course?

How is inquiry conducted in this course?

How is content identified and used in this course?

How is knowledge shared/performed in this course?

The UCC Review Task Force has adopted this approach, yet it does not seek to minimize the importance of content in any course approved for inclusion within the Civic and Cultural Awareness (Ways of Knowing) electives. We believe that an emphasis upon ways of knowing will prepare students better for the 21st century, as it equips them with a variety of methods of inquiry to approach complex problems that they will face both as students and in their lives beyond USI.

The Civic and Cultural Awareness (Ways of Knowing) box contains six categories: Creative and Artistic Expression, Historical Inquiry, Moral and Ethical Reasoning, Scientific and Mathematical Inquiry, Social Inquiry, and World Languages and Culture. Students must complete twelve hours of electives within the Civic and Cultural Awareness (Ways of Knowing) box; no two courses (of the four each student must complete) may have the same prefix. Additionally, a Scientific and Mathematical Inquiry course, selected as a Civic and Cultural Awareness (Ways of Knowing) elective must be from a discipline different than that completed for the Bachelor of Arts or the Bachelor of

Science requirements. The same restriction applies to Social Inquiry courses completed for the Bachelor of Science requirement and any Social Inquiry elective selected toward satisfaction of the Civic and Cultural Awareness (Ways of Knowing) electives.

While some faculty have implored the UCC Review Task Force to require courses in Philosophy/Ethics and/or History among the Ways of Knowing requirements, others have questioned the rationale behind the December 2011 model, in which Philosophy/Ethics and History each had their own category within the Civic and Cultural Awareness (Ways of Knowing) box. This seemed particularly troubling to some faculty, who pointed out that the Social Science category of the December 2011 Civic and Cultural Awareness (Ways of Knowing) box included a much broader array of disciplines than either Philosophy/Ethics or History. In response to faculty concerns, not all of which could be accommodated, we have made some revisions in the current model to the Civic and Cultural Awareness (Ways of Knowing) box and the categories within it, while we have retained our long-held belief that breadth and flexibility were more important than prescribing that courses in a single discipline be required of all students.

We have reduced, therefore, the number of categories within the Civic and Cultural Awareness (Ways of Knowing) box from seven (December 2011 model) to six (current model) and we have altered the nomenclature for each category (see below, Ways of Knowing Goals for the Categories, for further clarification) to offer greater flexibility for those departments or programs that might wish to populate multiple categories within the Civic and Cultural Awareness (Ways of Knowing) box. For example, we envision that a course on statistics from a social science discipline might be included within the Scientific and Mathematical Inquiry category. Additionally, we believe that a course on ethics offered within the College of Nursing and Health Professions might fulfill a Moral and Ethical Reasoning elective or that a history course offered by the Department of Education might fulfill a Historical Inquiry elective, just as both HA 356 and EDUC173 currently satisfy the B1 and C1 requirements respectively of the current UCC.

Assessment of Civic and Cultural Awareness (Ways of Knowing) electives will measure how well any approved course meets the Ways of Knowing Goals and Outcomes. We expect that individual departments and programs that submit petitions to have courses approved for the Civic and Cultural Awareness (Ways of Knowing) electives must have content outcomes that also will become part of the course assessment protocol.

Bachelor of Arts Requirements

USI has long maintained proficiency through the Intermediate level (equivalent to twelve hours, through the 204-level) of a non-English language as a requirement of the Bachelor of Arts degree and we retain that definition (see below, Bachelor of Arts Degree and the Proposed University Core Curriculum). Currently, however, the completion of only nine of those twelve hours may be applied toward fulfillment of the University Core Curriculum requirements. We believe that students pursuing the Bachelor of Arts degree should be permitted to apply all coursework (through the intermediate-level proficiency, 204-level) toward fulfillment of their Core Curriculum requirements. A student, therefore, could complete the first three semesters of a World Language (101, 102, and

203) to satisfy BA World Languages requirement, and complete the fourth semester (204) of the same language as one of the four Civic and Cultural Awareness (Ways of Knowing) electives.

In addition to the world language requirement, students pursuing the Bachelor of Arts must complete one natural science course with a lab (4 hrs). We recognize the importance of the natural sciences and the need for an appreciation of the natural sciences in the 21st century.

Bachelor of Science Requirements

Students pursuing the Bachelor of Science degree under the current Core Curriculum have not been required to complete any additional hours outside of the core, as Bachelor of Arts students have. In fact, only the completion of the two-course Humanities sequence as opposed to the demonstration of proficiency in a non-English language has differentiated previously the Bachelor of Arts and Bachelor of Science degrees. Our August 2011 proposal stipulated that Bachelor of Science students complete nine hours of Science/Math and an additional three hours of World Language/Humanities (World Cultures). Faculty responded to this model with concerns that no social science course was required of students within the proposal and that the natural sciences appeared to have been prioritized above the social sciences. Our response to these concerns has been to add a three-hour requirement in Social Inquiry to the requirements for the Bachelor of Science degree.

In addition to the Natural Science required hours, students pursuing the Bachelor of Science must complete one course in either World Languages or World Cultures.

Diversity and Global Experiences

USI professes within its mission statement to “prepare individuals to live wisely in a diverse and global community.” The UCC Review Task Force embraces this goal and has made it an important element of the Proposed University Core Curriculum. Although the current University Core Curriculum requires completion of one Global Communities (C5) course, it requires no diversity experience. The UCC Review Task Force felt that it was essential to require the latter and to enhance the former within the Proposed University Core Curriculum. Faculty feedback on our August 2011 and December 2011 draft proposals demonstrates that our colleagues do not disagree. Nevertheless, there existed some reticence to accept the ambitious recommendation of our August 2011 model.

We initially designed two common seminars (UNIV II/III) in addition to Global and Diversity “tagged” courses in our August 2011 model to achieve the objectives of preparing individuals “to live wisely in a diverse and global community.” Faculty, however, expressed numerous concerns about the content, delivery, oversight, and staffing of these seminars and tagged courses. We responded to these concerns with the development of the Diversity and Global Embedded Experiences, while adding the flexibility for students to complete both within the Core Curriculum, within their major, or simply as elective hours. We believe that our revisions to the proposed model as well

as modifications to our Goals and Objectives for the Diversity and Global Embedded Experiences (see below) satisfy those concerns that faculty expressed during Town Hall sessions in January 2012.

Writing-Intensive Experiences

The ability to communicate ideas effectively in writing is one of the most important skills that a student can develop as part of his/her education. The current UCC requires six hours of Rhetoric and Composition, but unfortunately too many students complete this coursework within their first year and are required insufficiently to develop further those skills throughout the remainder of their academic careers. Furthermore, employers surveyed by the President's Task Force on Economic and Workforce Development (2007; see below, External Stakeholders and the Core Curriculum) indicated that written and verbal communication skills were the most important skill set in terms of current needs and future needs, and were the skill set applicants typically lacked. The required Writing-Intensive Experiences, therefore, serve two primary functions:

1. To afford students the opportunity to develop further their written communication skills.
2. To add an element of verticality to the Proposed University Core Curriculum.

These objectives are met through the Writing-Intensive Experiences as they may be completed only at the 200-level (or higher) and the 300-level (or higher). This stipulation ensures that students will continue to develop their written communication skills beyond the completion of Rhetoric and Composition I and II. Additionally, the flexibility of completing these experiences in the core, major, or as an elective ensures both an element of verticality and potentially enhances the connection between students' core experience and major experience.

Students and the Proposed Core Curriculum

The UCC Review Task Force recommends that only those students entering in the semester that the Proposed University Core Curriculum takes effect, or later, will be required to complete it. We oppose allowing students who entered USI prior to the implementation of the Proposed University Core Curriculum to opt-in to the new requirements.

Core/Major Overlap Hours

Students are required to complete courses in four different Ways of Knowing categories and will not be allowed to take courses in the same discipline when fulfilling the Ways of Knowing requirements. Students will experience additional breadth while fulfilling the BA and BS requirements. Given the distribution requirements for the Ways of Knowing portion of the Proposed University Core Curriculum and the limitations on taking multiple courses within the same discipline in fulfillment of the Ways of Knowing, any restrictions related to major and core overlap is unnecessary.

First-Year Experience (FYE): Recommendations

The First-Year Experience would involve some of the following:

- Convocation
- Common book
- Academic advising interventions
- Career Guidance
- Learning Community opportunities
- Academic Centers/tutoring
- Map-Works, NSSE, etc.
- A One-Hour First-Year Experience (FYE) course

The FYE course would consist of 750 minutes of contact with the faculty member. The first 250 minutes would happen as part of an intensive **Welcome Week**. Underlined topics would be part of the graded course with faculty present, while the remaining topics would also be part of the Welcome Week experience led by Student Development:

- Bonding Through Books (Common Reading)
- Introduction to the Core
- Service Learning experience “Into the Streets”
- Library Orientation
- Financial Literacy
- Student Conduct Code (including alcohol and drugs)
- Safety measures to follow on Campus
- Student Life Opportunities
- How to Figure your grades
- Diversity and Inclusion—the USI creed
- Wellness—with perhaps a ropes course?
- USI Traditions
- Convocation

The remaining 500 minutes of contact would occur with ten 50-minute periods spread over the remainder of the semester. The course itself would have an academic focus chosen by the faculty member. The common learning experiences would include:

1. Student will be exposed to multiple types of assessment and evaluation, with assistance planning for the various types (essays, multiple choice, oral presentation, etc.)
2. Students will develop their ability to move from opinions to analysis
3. Students will have brief readings, with practice taking appropriate notes
4. Students will be introduced to Map-Works and discuss their results with a faculty/staff/administrator
5. Students will become prepared for their first academic advising appointment prior to selection of spring courses.

Students transferring to USI with at least sophomore standing after the Proposed University Core Curriculum is implemented would not be required to take the FYE course; all other requirements would apply to such students.

Objectives and Learning Goals

The objective of FYE course is to guide first-year students in gaining the knowledge and skills necessary to achieve academic success, campus involvement and community engagement. Through participating actively in FYE course, students will advance toward achieving the following learning goals:

OBJECTIVE	SAMPLE LEARNING GOALS	ASSESSMENT
<p>Objective 1: Academic Success</p>	<ul style="list-style-type: none"> ✓ Identify and explain the value of higher education for the individual and for society in general and specifically for their program of study ✓ Identify their personal learning styles and needs, and develop strategies to become active independent learners ✓ Use written and oral communication to discover, develop and articulate ideas and viewpoints ✓ Identify information needs, use Rice Library to locate and retrieve relevant sources, and evaluate the appropriateness and reliability of information ✓ Apply higher order thinking skills in making decisions about responsible behavior inside and outside the classroom ✓ Identify and apply strategies to effectively manage time and priorities ✓ Understand and demonstrate a commitment to integrity and civility ✓ Describe and utilize appropriate university policies, processes and procedures related to college life 	<ul style="list-style-type: none"> ✓ MapWorks Fall Transition Survey ✓ MapWorks Fall Check Up ✓ Standardized exam on BlackBoard for various university/departmental policies, processes and procedures ✓ Reflective journaling or papers
<p>Objective 2: Campus Involvement</p>	<ul style="list-style-type: none"> ✓ Describe and utilize campus resources and opportunities that support their academic and co-curricular interests and goals ✓ Develop and apply skills that contribute to building positive relationships with peers, staff and faculty members ✓ Engage in co-curricular experiences that promote personal, social and professional development 	<ul style="list-style-type: none"> ✓ MapWorks Fall Transition Survey ✓ MapWorks Fall Check Up ✓ Participation in campus activities/organizations ✓ Reflective journaling
<p>Objective 3: Community Engagement</p>	<ul style="list-style-type: none"> ✓ Understand and demonstrate respect for the beliefs and values of other cultures ✓ Work effectively and respectfully with others, incorporating diverse points of view ✓ Describe and demonstrate principles of responsible citizenship within and beyond the campus community ✓ Describe and demonstrate a commitment to equity and justice 	<ul style="list-style-type: none"> ✓ Experiential learning ✓ Volunteer work ✓ Participation in campus and off campus activities which promote diversity and engagement

First-Year Experience (FYE) Staffing Scenarios

Sections needed

In fall 2011, 442 new freshmen were enrolled in UNIV 101 and HONS 101. For fall 2012, 554 seats are available for UNIV 101 and HONS 101. Below is a table with the numbers of new freshmen by college/department for fall 2011 and a projected number of sections each college/department would need to staff on the basis of these numbers.

	BUSINESS	LIBERAL ARTS	NURSING & HEALTH PROF*	SCIENCE, ENGINEERING & EDUCATION	UNIVERSITY DIVISION
# of New Fresh for F11	268	369	525 (50% are pre-nurs)	447	416
# of sections needed (25 students per section)	10	15	21	18	16

*Approximately half of new freshmen in the college of Nursing and Health Professions are pre-nursing. To aid with reduction of sections, we propose to have pre-nursing students who do not meet the minimum SAT or ACT requirement (F11=127) or placed into GENS 09x courses be admitted as undecided students or allow three UD advisors teach six sections of the FYE course specifically for these students. This would reduce the sections needed for NH&P to 15 sections. By the time Proposed University Core Curriculum is implemented, conditionally admitted students will no longer be admitted to USI, which will allow UD the opportunity to work with the pre-nursing students.

Staffing

University Division (UD) will coordinate the FYE course. UD has professional staff members with collectively over ten years of experience in the implementation and training of FYE courses at other institutions. The FYE course would be staffed by faculty (preferably more experienced), master-prepared staff, and administrators. Every effort will be made to allow students within a major to be taught by people within their discipline.

We recommend that faculty teaching an FYE course receive overload compensation for each hour in excess of their twelve-hour load. We also recommend that full-time faculty members teaching two sections in the same semester will be compensated for a three-hour load.

All colleges would be expected to contribute multiple sections. Deans would work with UD Director for appropriate faculty members.

Abundant research shows that first-year seminars positively correlate with increasing retention and academic performance. This connects with three of the University's strategic planning goals:

- Increase the graduation rate
- Preserve and nurture our campus community
- Become a 24/7 campus

Therefore, instructors of FYE courses will provide an integral service to USI.

Foundation Skills

Rhetoric and Composition I: Literacy and the Self Goals and Objectives

Objectives:

1. Academic Literacy

Prepares students to:

- Read and comprehend academic discourse.
- Discover, develop, and articulate ideas through discussion and writing.
- Communicate effectively within various rhetorical contexts.
- Reflect on their reading and writing practices.

2. Academic Discourse Conventions

Are the basic rules for writing academic prose. These rules include:

- Reasoned arguments.
- Organized ideas.
- Developed supporting evidence.
- Correct grammar, spelling, and punctuation.
- Appropriate documentation and format.
- Language appropriate to the rhetorical context.

3. Enhancement of Individual Development

Means that, through critical thinking, reading, and writing, students will:

- Discover, develop, revise, and express their ideas.
- Become members of academic discourse communities.
- Develop, refine and defend a personal ethos.
- Evaluate positions on issues from critical perspectives.

Requirements

To achieve these goals, all Rhetoric and Composition I students will be required to write at least 16 pages (4500 words) of revised, finished prose, developed through a process of invention, development, and revision. Assignments, either individually or in combination, will ask students to practice the following:

- Exposition
- Analysis
- Critique
- Argumentation
- Reflection

Rhetoric and Composition II: Literacy and the World

Goals and Objectives

Objectives:

1. Academic Literacy

Enables students to:

- Employ critical thinking, reading, and writing skills in order to communicate effectively within various academic contexts.
- Employ the appropriate research methods and conventions for a given context.
- Adapt these skills to life in the university and beyond.

2. Academic Discourse Conventions

Are the basic rules for writing academic prose. These rules include:

- Reasoned arguments.
- Organized ideas.
- Developed supporting evidence.
- Correct grammar, spelling, and punctuation.
- Appropriate documentation and format.
- Language appropriate to the rhetorical context.

3. Enhancement of Cultural Awareness

Means that, through writing and discussion, students will:

- Discover, develop, revise, and express their ideas.
- Locate themselves as members of discourse communities.
- Conduct research to support various forms of argument.
- Develop, evaluate, and refine their positions with respect to those held by other members of various discourse communities.
- Apply their knowledge and understanding of the various forms of argument to subjects and issues in contemporary society and culture.

Requirements

To achieve these goals, all Rhetoric and Composition II students will be required to write at least 20 pages (6000 words) of revised, finished prose, developed through a process of invention, development, and revision. Assignments, either individually or in combination, will ask students to practice the following:

- Inquiring
- Convincing
- Persuading
- Mediating or Resolving
- Reflecting

Communication Studies Goals and Objectives

The goal of communication studies courses in the Proposed University Core Curriculum is to foster students' ability to create effective and ethical oral communication. By achieving this goal, students learn to become proficient, critical consumers and producers of messages and interactions at the personal, social, civic and professional levels and learn basic skills to live wisely in a diverse and global community.

To achieve this goal, students will develop competency related to five objectives. Students in communication studies courses will:

1. Develop communication competence in a variety of contexts—personal, social, civic, and professional.
2. Gain a better understanding of how communicative interactions shape our identities and interactions.
3. Understand and evaluate the role of ethics in communication.
4. Develop abilities to think critically and creatively.
5. Recognize communication practices that promote local and global civic engagement.

Mathematics

Goals and Objectives

A Foundation Skills course in mathematics will provide rigorous instruction in fundamental mathematical concepts and skills presented in the context of real-world applications.

Learning Objectives:

Students satisfying the Foundation Skills course in mathematics should build on their prior mathematical knowledge through:

- Constructing and critiquing arguments using mathematical logic
- Identifying a mathematical model's underlying assumptions and assessing its appropriateness for real-world applications
- Drawing appropriate inferences from mathematical models used in social sciences, natural sciences, business, and everyday life.
- Communicating, representing and justifying mathematical thinking in a precise and accurate manner using the language, tools and symbolism of mathematics

Course Characteristics

- Employing a mathematical definition of modeling as adapted from the Common core State Standard as the process of choosing and using appropriate mathematics to analyze empirical situations, to understand them better, and to improve decisions
- Use computers and calculators appropriately to extend, but not replace quantitative skills
- Balance abstract topics with the practical uses of mathematics
- Delivery of course content in such a manner as to engage the students

Physical Activity and Wellness Goals and Objectives

A Foundation Skills course within the Physical Activity and Wellness Core Category provides a comprehensive understanding of the importance of physical health and valuing and maintaining overall physical, intellectual, emotional, social, environmental, spiritual, and occupational well-being.

Learning Objectives

Students will be able to

- Identify the relationship between the dimensions of wellness, integrating their effects on overall well-being
- Participate actively in intervention programs related to wellness and fitness based on assessments and evaluations in cooperation with university wellness entities.
- Identify risk factors, motivation, counseling, and behavior modification techniques to emphasize current and valid health information and promote lifestyle changes.
- Understand the value of health related physical fitness for the maintenance of good health and participate regularly in physical activity.
- Apply wellness-related concepts and activities for the purpose of gaining knowledge and skills necessary to evaluate personal fitness level and to develop a personal lifelong fitness program.

Course Characteristics

- Overall wellness will be promoted by examining all areas of wellness including environmental, physical, social, spiritual, occupational, intellectual, and mental wellness.
- University partnerships will be encouraged by utilizing campus resources that provide wellness services including the Recreation, Wellness, Fitness Center and the Counseling Center
- Physical activity will be an important component of the course as it is a critical component in maintaining wellness
- Personalized wellness goals and programs for individuals will be created

Ways of Knowing Goals for the Categories

Primary content of a course may vary widely; however, all Ways of Knowing courses will include the recurring theme of connecting content to a “Way of Knowing.” Applications for course admission to a category must address one or more of the category goals and must include a creditable method for assessing that goal. We recommend that applicants use the Design Questions (see below) to prepare the course application.

Category Goals

Creative and aesthetic expression

Students demonstrate an understanding of the uses of creative expression and aesthetic interpretation in the fine, performing, or literary arts and how these works express ideas and evoke feelings.

Historical inquiry

Students demonstrate an understanding of the uses of documents and artifacts as a method and means of relating events, ideas, and achievements to the context of their times, examining the significance of continuity and change, and assessing the roles of individuals, institutions, and social processes on the human experience.

Moral and ethical reasoning

Students demonstrate an understanding of the uses of ethical reasoning in determining obligations to others and one’s responsibility for the common good.

Scientific and mathematical inquiry

A course need only address one of the following:

Experimental: Students demonstrate an understanding of the uses of observation, hypothesis, and experimentation in recognizing laws and patterns that govern the natural world and in understanding personal and public issues relating to science.

Deductive: Students demonstrate an understanding of the uses of deductive reasoning and proof.

Inferential: Students demonstrate an understanding of the uses of statistical inference.

Social inquiry

Students demonstrate an understanding of the uses of analyses of individual development and social behavior, as demonstrated by the organization of political, religious, social, and economic groups and institutions.

World languages and cultures

Students demonstrate an understanding of the boundaries within which individuals operate in order to feel a sense of belonging to a society or group, gained through the study of non-native languages or cultures.

Design Questions

1. How are problems identified and addressed in this course?
2. How is inquiry conducted in this course?
3. How is content identified and used in this course?
4. How is knowledge shared/performed in this course?

Ways of Knowing Category Outcomes

The Ways of Knowing sequence in the Proposed University Core Curriculum will address the following learning outcomes:

OUTCOME 1: Students will be able to utilize problem solving, the process of designing, evaluating, and implementing a strategy or strategies to answer an open-ended question or achieve a desired goal, as defined by the way of knowing.

OUTCOME 2: Students will be able to apply methods of inquiry and analysis, the systematic process of exploring issues/objects/works through the collection and process of breaking complex topics or issues into parts to gain a better understanding of them that result in informed conclusions/judgments, as identified by the way of knowing.

OUTCOME 3: The student will demonstrate the ability to know when there is a need for information, be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

OUTCOME 4: The student will design and execute a performance of the way of knowing. A *performance* is defined as: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.

Faculty petitions for courses to be included in any one of the six Civic and Cultural Awareness (Ways of Knowing) categories must demonstrate how they meet the Ways of Knowing Outcomes and explain using the Category Goals (see above) into which of the six categories a course will be included. Course petitions must include content outcomes, developed by the petitioner, which will be included in the course protocol assessment. Ways of Knowing courses will be assessed according to how well they meet the four Ways of Knowing outcomes and the content outcomes submitted by the department of origin with each course petition.

Diversity Embedded Experience Goals and Objectives

Primary Goal of Diversity Embedded Experience:

Courses that satisfy the Diversity Embedded Experience must address critically the differences among individuals and groups, representing the full spectrum of human characteristics, ideas, and worldviews. Diversity stimulates learning, encourages imagination, and spurs innovation.

Learning Outcomes for Diversity Embedded Experiences:

Students will be expected to:

1. Demonstrate knowledge of diverse cultures, life experiences and worldviews that are different from their own through the lens of multiple disciplines.
2. Reflect on ethical and social justice issues characteristic of a diverse democratic society including considerations of personal and social responsibility.
3. Engage in activities and inquiry that challenge assumptions regarding identity and culture.

Global Embedded Experience Goals and Objectives

Primary Goal of Global Embedded Experiences:

Courses that satisfy the Global Embedded Experience must address critically the role of a world citizen and the responsibility that world citizens share for their common future.

Learning Outcomes of Global Embedded Experiences:

Students will be expected to:

1. Analyze global interconnectedness. (Interdependence).
2. Analyze how human behavior affects social justice.
3. Analyze the benefits of global stewardship. (Sustainability).

Students may satisfy the Global Embedded Experience requirement by participation in an approved study/internship abroad program requiring at least two weeks out of the country and awarding a minimum of three hours of USI credit. All international experiences satisfying the requirement must be approved by the Core Council and the Office of International Programs and Services prior to participation. Students may petition to the Core Council Director and the Office of International Programs and Services for approval of other international experiences that may satisfy the Global Embedded Experience requirement.

Writing-Intensive Experience Goals and Objectives

Courses fulfilling the Writing-Intensive Experience must meet the following criteria:

1. Writing assignments constitute a minimum 35% of the students' final grades.
2. Each course should have at least one sustained or long-term writing project, e.g., a research paper, an argument, a detailed lab results report.
3. The sustained project should synthesize some of the major objectives of the course.
4. Instruction will include brief lessons on writing in the particular discipline.
5. At least one assignment must involve revisions, and instructors will provide feedback on the students' drafts.
6. Each college/department should determine broad parameters for what constitutes acceptable writing in the discipline(s).
7. A program of courses involving substantial writing expectations may satisfy the writing-intensive embedded experiences.

Additionally, we recommend that the University provide adequate faculty development and support for the teaching and integration of writing into the curriculum and that it should provide adequate student support for writing in the disciplines, e.g., an enhanced writing center as well as web and library resources.

Bachelor of Arts and Bachelor of Science Required Courses Goals and Objectives

Bachelor of Arts (B.A.)

Students demonstrate an understanding of the boundaries within which individuals operate in order to feel a sense of belonging to a society or group, gained through the study of non-native languages and cultures.

Students demonstrate an understanding of the uses of observation, hypothesis, and experimentation in recognizing laws and patterns that govern the natural world and in understanding personal and public issues relating to science.

Bachelor of Science (B.S.)

Students demonstrate an understanding of the uses of observation, hypothesis, and experimentation in recognizing laws and patterns that govern the natural world and in understanding personal and public issues relating to science.

Students demonstrate an understanding of the uses of analyses of individual development and social behavior, as demonstrated by the organization of political, religious, social, and economic groups and institutions.

Students demonstrate an understanding of the boundaries within which individuals operate in order to feel a sense of belonging to a society or group, gained through the study of non-native languages and cultures.

The Bachelor of Arts Degree, Bachelor of Science Degree, and the Proposed University Core Curriculum

The Proposed University Core Curriculum consciously differentiates the Bachelor of Arts and Bachelor of Science degrees. Under the current UCC, students fulfilling the C4 (Western Culture) requirement by completion of the Humanities sequence (211/212, 221/222, 231/232, or 241/242) earned a Bachelor of Science degree whereas those completing 203 and 204 of a western language (French, German, Latin, or Spanish) other than English earned a Bachelor of Arts degree. Students studying a western language other than English could also satisfy the C5 (Global Communities) requirement of the UCC by completing 102 of any language currently offered by the Department of Modern and Classical Languages. The University of Southern Indiana requires that students demonstrate proficiency (through the 204 level or its equivalent) in a language other than English to earn the Bachelor of Arts degree. Since 101 courses in any language other than English do not satisfy a requirement within the current UCC, students pursuing the Bachelor of Arts degree typically complete a core of 53-54 hours as opposed to those pursuing the Bachelor of Science degree (50-51 hours).

Nationally, nearly 70% of higher learning institutions require proof of language proficiency in a language other than English. Most institutions of higher learning require that a department or even a college determine whether or not the Bachelor of Arts or the Bachelor of Science degree is required for its students. The University neither requires all of its students to study a language other than English nor does its majors (with a few exceptions) or its colleges mandate which of the two degrees its students must complete. This has created an imbalance in the numbers of degrees awarded by the University of Southern Indiana. For example, in the 2010-2011 academic year, 1,329 students graduated from the University of Southern Indiana; of these 174 (13.1%) earned the Bachelor of Arts degree while 1,155 (86.9%) earned the Bachelor of Science degree. This percentage is not dissimilar from the total number of graduates earning a Bachelor of Arts degree between 1995-1996 and 2010-2011 (the years during which the current UCC has been in place). Within this period, 16,914 students earned degrees and 2,087 (12.3%) of these earned the Bachelor of Arts degree and 14,827 (87.7%) earned the Bachelor of Science degree.

The Proposed University Core Curriculum, which attempts to emphasize living wisely in a diverse and global world, recognizes the benefits of studying a language other than English and aims to clarify for students the differences between the two degrees so that they can make a more informed decision in consultation with their advisors as to which degree (BA or BS) is more appropriate in their discipline and for their future careers. The Proposed University Core Curriculum also welcomes the inclusion of non-western languages (Arabic, Chinese, and Japanese) currently offered by the Department of Modern and Classical Languages to satisfy the world language requirement. Moreover, the Proposed University Core Curriculum allows students pursuing the Bachelor of Arts degree to complete all twelve hours (through 204) within the required core hours; all twelve hours, however, must be completed in the same language. We have also attempted to accommodate those students pursuing the Bachelor of Science degree, who

wish to study a language other than English. These students, for example, may complete up to three hours of world language study within the Bachelor of Science required courses and an additional three hours within the Civic and Cultural Awareness (Ways of Knowing) electives (World Languages and Culture category).

The Proposed University Core Curriculum does not affect the University of Southern Indiana's definition of the Bachelor of Arts or Associate of Arts degrees, which has long required proficiency through the intermediate level of a single language (see, for example, Indiana State University, Evansville 1976-1978 Bulletin, page 46). USI's current definition (revised, fall 2011) of the Bachelor of Arts and Associate of Arts is reproduced here:

Modern and classical language proficiency is a requirement for the Bachelor of Arts or Associate of Arts degree. The language requirement recognizes the desirability of attaining basic mastery of a language other than one's own. To fulfill the language requirement for the Bachelor of Arts or Associate of Arts degree, a student must demonstrate proficiency through the appropriate college-level course in a single language (French, German, Spanish, Japanese, Latin, Arabic, or Chinese) by either:

- 1) completing the first 12 credit hours of the language (four semesters, through 204), or*
- 2) completing the fourth semester of the language (204) or higher; courses taught in English do not satisfy the language requirement. If proficiency through the 204-level has been demonstrated (attainable through AP, CAP, or departmental placement examination), enrollment in advanced coursework is possible. Note: achieving a grade of B or better in the course into which a student is placed, allows the student to earn credit for all preceding courses upon the completion of a Departmental Credit form (through the Department of Modern and Classical Languages).*

The Proposed University Core Curriculum does, however, impact those students whose "native or first language is not English" and their core curriculum requirements. According to the University of Southern Indiana 2011-2013 Bulletin (page 29):

Students whose native or first language is not English may request a waiver from the foreign language requirement. A student who requests a waiver must (1) certify English competency by achievement of a minimum of 500 on the written Test of English as a Foreign Language (TOEFL) or 173 on the computer-based version, and (2) demonstrate proficiency in the student's native language.

Students who receive an exemption from the foreign language requirement are responsible for completing the humanities requirements set forth in the University Core Curriculum (C4 Western Culture) as well as all other credit-hour requirements for the degree.

As the Proposed University Core Curriculum removes the C4 category of the current UCC, the USI's policy concerning students whose native or first language is not English (paragraph two, above), requires emendation. In consultation with the Department of Modern and Classical Languages, the UCC Review Task Force recommends that paragraph two (above) be deleted and adoption of the following revision to the University's policy concerning students, whose native or first language is not English and who wish to earn the Bachelor or Associate of Arts degree:

Recommended Revision (proposed changes highlighted):

Students whose native or first language is not English may request a waiver from the **World Language** requirement. A student who requests a waiver must (1) certify English competency by achievement of a minimum of **525** on the written Test of English as a Foreign Language (TOEFL) or **71** on the computer-based version, and (2) demonstrate proficiency in the student's native language **with high school (or equivalent) transcripts, indicating that courses were delivered in the native language or through successful completion of a native language certification examination administered by an accredited institution of higher learning.**

The highlighted changes (above) reflect recently implemented changes to the scores of the written and computer-based Test of English as a Foreign Language (TOEFL) and the desire to clarify precisely how student may demonstrate proficiency in their native languages.

Assessment and the Proposed Core Curriculum

Proposed Protocol

A three-tiered approach to assessment of the Proposed University Core Curriculum (PUCC) learning and impact is proposed.

The first tier “Course” assessment in PUCC involves the review of each course offered on a 5-year rotation. This process will structure the course adoption process and inform the work of the University Core Curriculum Council following adoption of PUCC. The current system is not supported by student performance data and relies upon the submission of course review documentation by the department/program offering the course. The “Intentional Learning Path Analysis” (see attached Appendix A) is recommended as a baseline for course submission for inclusion within the PUCC. The five-year review will require documentation by the department/program offering the course of student performance and impact on student learning. Review documentation format is also presented in Appendix A.

The second “Student Performance” tier assessment in the proposed PUCC Assessment Plan involves linking student performance data from the Tier One “Intentional Learning Path Analysis” proposal with student performance assessment data. Creating a system within BlackBoard (or other data management system) that links the *Student Performance Assessment Guidelines* and *Assessment Scoring Guide or Rubric for “Assessment Plan Indicators”* to specific student performances will facilitate the analysis of aggregate performance data by category, outcome, and indicator. Beyond relying upon the course grades, this system would facilitate assessment of PUCC’s impact on student learning targeted to specific desired learning outcomes. This data and analysis could also be analyzed in correlation to Assessment Day data to determine USI’s impact relative to national comparison assessments.

The third tier assessment in the PUCC Assessment Plan involves a 5-year category assessment protocol that utilizes an *ad hoc* committee system of category stakeholders to assess and evaluate the impact of the courses within a category on student outcomes. A shift to a centralized Assessment Office or a division within the Office of Planning, Research, and Assessment would be more efficient and effective. The process outlined in “Category Review for the Proposed University Core Curriculum” should be maintained to facilitate this process (See Appendix B).

Assessment Day also provides an opportunity for additional assessment activities in support of our efforts at evaluating the efficacy of the Proposed University Core Curriculum. The University Core Curriculum Assessment Committee has implemented a number of supplemental assessment and evaluation instruments during Assessment Day in order to collect additional data useful in evaluating specific areas of the core curriculum.

Appendix A: Intentional Learning Path Analysis

Course Submission Documentation

**APPROVAL OF COURSE FOR REVISED UNIVERSITY CORE CURRICULUM
CREDIT IN**

(Identify PUCC Category)

NOTE: PLEASE ATTACH A SYLLABUS AND OTHER DOCUMENTS YOU DEEM RELEVANT. SYLLABUS MUST INCLUDE EXPLANATION OF COURSE'S RELEVANCE TO OBJECTIVES OF RUCC CATEGORY NOTED ABOVE.

1. **Petition submitted by:** _____ **Date:** _____
 - a. (Name of Department)

2. **Discipline/Course Number/Course Title/Semester Hours**

3. **Catalogue Description and Prerequisites**

4. **Intentional Learning Path Analysis: Mapping Student Learning Outcomes:**
 - **Attach a separate copy of *Question 4***
 - **See Attached Template**

5. **Student Performance Assessment Guidelines**
 - **Attach model assignment guidelines or sample test items proposed to generate student performance of desired learning outcomes.**

6. **Assessment Scoring Guide or Rubric for "Assessment Plan Indicators"**
 - **Attach a separate copy of *Question 6***
 - **See Attached Template**

(Do not write below this line)

Action of University Core Council

____Approved

____Not Approved

____Other (Specify)

Comments:

University Core Director

Date

INTENTIONAL LEARNING PATH ANALYSIS TEMPLATE

Proposed University Core Curriculum Category		
Category Description		
Course Number		
Course Description		
<u>PUCC Category Learning Outcome/Objective:</u>	<u>SOURCE OF EXPERTISE OR INFORMATION</u> <ul style="list-style-type: none"> ● Instructor Credentials ● Textbook or Reading Reference ● Hands-on experience ● Expert mentor or guest instructor 	<u>ASSESSMENT PLAN</u> <ul style="list-style-type: none"> ● Test Item ● Essay Question ● Field Experience Log ● Experiment ● Portfolio ● Performance
1.		
2.		
3.		

Use only those rows that are necessary to completely explain the objectives of the course submitted for review.

Use these instructions to complete the Curriculum Map for Courses Submitted to the Proposed University Core Curriculum.

(Row 1 of the Curriculum Map is a list of prompts that corresponds to these instructions.)

1. In the column labeled PUCC Category Learning Outcome/Objective, identify the source of category to discipline to course connections. The UCC Category Learning Outcome/Objective identified should be aligned with the Benchmark being addressed in the adjacent column.
2. In the column labeled **SOURCE OF EXPERTISE OR INFORMATION**, identify the source of information or expertise within the PUCC Category Learning Outcome/Objective field identified in the adjacent column. Acknowledging that not everyone can be an expert in all the related disciplines, it is important to consider the source of the information and

expertise that will guide the instruction toward each learning objective and benchmark.

3. In the column labeled **ASSESSMENT PLAN**, identify the student artifact or course assignment that will demonstrate student proficiency with regard to the identified benchmark. Consider how the students will demonstrate the expertise and PUCC Category Learning Outcome/Objective that have been identified.
4. Programs or Departments submitting a course for inclusion in PUCC will be required to submit the **ASSESSMENT PLAN GUIDELINES** for the student artifact or course assignment that will demonstrate student proficiency with regard to the identified benchmark. This **ASSESSMENT PLAN GUIDELINE** will require a scoring guide/rubric linked to the PUCC category outcomes. The scoring guide/rubric will address ALL of the indicators for the category and will specify five proficiency levels: 1 = Unacceptable; 2 = Developing; 3 = Acceptable; 4 = Target Proficiency; 5 = Exemplary

Glossary: This is an optional, but highly recommended, glossary of discipline specific terms and concepts. The glossary allows one to explain discipline-specific jargon, e.g., in business, “Stakeholder Theory” is the discussion of ethics and social concerns. It is helpful in the review process to have definitions and explanations or examples of key terms and concepts.

Assessment Scoring Guide or Rubric for “Assessment Plan Indicators”

PUCC Outcome	Unacceptable (1)	Developing (2)	Acceptable (3)	Target Proficiency (4)	Exemplary (5)
*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative
*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative
*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative
*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative	*Insert narrative

*Contact PUCC Director or Assessment Coordinator for guidance or to propose an alternative assessment strategy.

Appendix B: Category Review for the Proposed University Core Curriculum

Five-year Assessment Rotation

Year 1:

- A. A survey of the category's current status: its goals and objectives, and the courses and methods currently being used to fulfill them.
 - a. Review of **Course Submission Documentation**
 - b. Review of **INTENTIONAL LEARNING PATH ANALYSIS TEMPLATE**
 - c. Review of **Assessment Scoring Guide or Rubric for "Assessment Plan"**
- B. Initial recommendations for improving the effectiveness of the category. These might include clarifying or updating goals and objectives, limiting, expanding, or revising the courses used to meet those objectives, and suggesting new equipment, teaching strategies, or faculty development programs.
- C. Committee's plan and recommendation must be reviewed and approved by the University Core Council.

Year 2:

- A. The same committee analyzes the assessment results and makes final recommendations for changes in the curriculum, in teaching methods, or in whatever area the assessment indicates to be in need of attention.
- B. The committee's report is reviewed and approved by the University Core Council.

Year 3, 4 and 5:

- Recommended changes are implemented and data gathered.

Populating the Proposed University Core Curriculum

Just over one hundred courses have been approved for the current University Core Curriculum; we anticipate that a similar number eventually will populate the Proposed University Core Curriculum. Upon its approval, therefore, the University Core Council will have to initiate the process by which courses are approved for inclusion within the Proposed University Core Curriculum. The UCC Review Task Force and Faculty Senate have worked closely with the University Core Council to develop a strategy to expedite what will certainly be a burdensome task. The application for inclusion within the Proposed University Core Curriculum will be handled as follows.

Faculty seeking the inclusion of existing courses within the Proposed Core Curriculum will apply directly to the Core Council. New courses will apply first to the Curriculum Committee and then to the Core Council for inclusion within the Proposed Core Curriculum.

Currently the Core Council envisions the creation of a number of advisory sub-committees that will assist in the process by which a course is accepted into the Proposed University Core Curriculum. For example, each category within the Civic and Cultural Awareness (Ways of Knowing) box would have an advisory sub-committee that would work with a faculty member who has petitioned to have a course approved for inclusion within the Proposed University Core Curriculum. This advisory sub-committee would then endorse the course petition, which would then be forwarded to the Core Council for a final vote to approve or reject the petition.

The petition itself will remain similar to the existing petition. Several changes, however, are under consideration. For example, the Core Council is considering adopting an on-line petition (Outlook form), as the Curriculum Committee has done already.

If the Proposed University Core Curriculum is to go into effect in fall 2013, as we hope, priority will be given to the applications of courses to be taught in fall 2013. We expect, as primarily freshmen will be taking courses towards the completion of the Proposed University Core Curriculum in fall 2013, that the First-Year Experience (FYE) and the Foundation Skills courses will be among the first courses seeking approval for inclusion within the Proposed University Core Curriculum. Additionally, we recognize that some students will enter the University of Southern Indiana in fall 2013 having earned credit for some of the Foundation Skills courses (through CAP or AP) and the same holds true for transfer students. We hope, therefore, that a number of courses satisfying the BA/BS requirements, Civic and Cultural Awareness (Ways of Knowing) electives as well as Diversity, Global, and Writing-Intensive experiences also will have been approved by the start of the 2013-2014 academic year.

Recommendations

The task of populating the Proposed University Core Curriculum will be herculean and the burden will fall largely upon the Core Council. We recommend strongly that the Core Council initiate the process for submission of petitions to include courses within the

Proposed University Core Curriculum immediately upon its approval. This process will almost certainly have to commence in summer 2012 and will continue through fall 2012 so that a sufficient number of courses will have been approved for the Proposed University Core Curriculum by fall 2013. We recommend, therefore, that the Office of the Provost provide some form of compensation for members of the Core Council. We tentatively suggest also that breakout sessions at the fall 2012 faculty meeting be held to familiarize faculty with the process of submitting petitions to have their courses approved for inclusion within the Proposed University Core Curriculum.

We support the Core Council's recommendation as to the composition of the new Core Council, given the changes necessitated by changes in the university structure: Director (appointed), Provost Representative (non-voting), Assessment Director (appointed, non-voting), Pott College (two representatives), Liberal Arts (two representatives), Business (one representative), Nursing and Health Professions (one representative), at-large faculty (two representatives), student representative.

Academic Advising and the Proposed University Core Curriculum

The University of Southern Indiana recognizes academic advising to be a critical component of the educational experience of its students. Through individual, collaborative relationships with academic advisors, students are best able to define and implement sound educational and vocational plans that are consistent with their personal values, goals and career plans. The University acknowledges its obligation to provide students with accurate and timely academic advising, delivered through its academic departments and colleges, as well as through additional units and offices devoted to specific student populations such as undecided and conditionally-admitted students, and transfer students. (Academic Advising at USI, Mission Statement).

The Proposed University Core Curriculum raises several important issues concerning advising that need to be considered. First, there are now ~10 fewer credit hours required in Proposed University Core Curriculum. It is the expectation of the UCC Review Task Force that these hours can be used in an effective manner to promote the breadth and potentially the depth of students' experience. With these reduced hours come the responsibility of both the advisor and the student to choose wisely the courses to fulfill the 120-hour graduation requirement. Under the Proposed University Core Curriculum it is much easier to complete successfully a minor or second major to a student's program of study. It was the intent that these reduced hours within the core would allow majors which are credit hour heavy to be more flexible to complete within four years and those that are not overly burdensome in hours to allow students to diversify their elective choices.

A second important advising related component to the Proposed University Core Curriculum is the new delineation between students seeking a B.A. or B.S. degree. The Proposed University Core Curriculum now places each of the degree options on equal footing with regard to credit hours. Advisors will need to assess carefully and discuss with advisees which path is most appropriate for their disciplines and career goals. Even if a student elects to take the B.S. pathway the Proposed University Core Curriculum both allows and encourages students to pursue a world language. This is particularly important in light of the fact that many freshmen now enter college with some level of world language proficiency and/or credit from high school.

A final point of emphasis is the verticality that the Proposed University Core Curriculum presents. Advisors need to ensure that Foundation Skills courses are completed relatively early in a student's academic program as the completion of these are integral to progressing to other options within the core. In particular, the perspectives (Global, Diversity, and Writing-Intensive experiences) are in some cases sequential and only to be taken after the completion of the foundation skills courses. Ways of Knowing courses may be taken at any time but may contain special restrictions or requirements of certain Foundation Skills courses or proficiencies. Advisors should emphasize verticality to enhance the students' overall experience with the core. This can be accomplished by intentionally spreading out certain elements of the core to be taken as an upperclassman.

The core should not be viewed as something to “get out of the way” prior to major coursework, but rather something to be integrated into each year of the undergraduate experience.

Statement on Faculty Development

Faculty development will be a critical part of the curriculum development process as the Proposed University Core Curriculum is implemented. Curriculum and faculty development will be required in a number of areas, including the First-Year Experience course, the Ways of Knowing courses, the Diversity embedded experiences, the Global embedded experiences, and the Writing-Intensive embedded experiences. In addition, given the use of Blackboard in Core assessment, faculty development in the use of Blackboard as an assessment vehicle will also be required. The Center for Academic Creativity should play a central role in coordinating these activities, in consultation with the Director of the University Core Curriculum and the Provost's Office. Development opportunities could be provided as breakout sessions following the Fall and Spring Faculty Meetings, in summer institutes, as well as during the semester.

Beyond the administrative coordination of these activities is the question of who would lead or guide such activities. Presumably the English faculty would be a key resource for the writing-intensive embedded experiences. Faculty currently teaching courses addressing diversity issues and global issues would be resources for those embedded experiences, as well as the Multicultural Center, and the Office of International Programs and Services and the International Studies program. Faculty and staff currently teaching UNIV 101 and HONS 101 would be resources for the First-Year Experience course.

An additional issue concerns resources to facilitate faculty development. The provision of workshops and institutes should be supported by stipends for participants/facilitators; release/reassigned time for the purpose of curriculum development should also be considered.

The process for populating the Proposed University Core Curriculum (i.e., developing course petitions) would also be a candidate for a breakout session following the 2012 Fall Faculty meeting. This session could be facilitated by the Core Director and Core Council members.

External Stakeholders and the Core Curriculum

The external stakeholders working group was charged by the task force to collect data relating to USI’s core curriculum from external constituents. The group identified four potential groups to collect data from: employers, alumni, state legislators, and chief academic officers from other universities. In light of what is going on with the state legislators regarding a potential common core, we decided not to focus on this group at the present time. Initially, we thought to gather information regarding content of the core, but then decided to look at data relating to skills/abilities that students would gain by completing the core. This report will focus on data collected from the 2007 report produced by the Economic Development and Business Trends Subcommittee from the President’s Task Force on Economic and Workforce Development. Two hundred and seven employers provided information relating to current need of important skill sets, skill sets applicants typically lack, and competence of USI graduates in key skill sets. Over 200 USI alumni provided information on how well the USI educational experience developed key skill sets.

Employer Information

<i>Table 7. Most Important Skill Sets – Current Need</i>	<i>Percentage</i>	<i>N</i>
Written / Verbal Communication Skills	91%	189
Team Work / Collaboration Skills	83%	172
Analytical Problem Solving	83%	172
Critical Thinking	74%	154
Organizational Skills	73%	151
Leadership Skills	68%	140
Computer Applications	61%	126
Creativity / Innovative	61%	126
Project Management	50%	103
Reading Comprehension	45%	94
Job Specific Technical Skills	44%	91
Business Processes	35%	73
Mathematics / Numeric Skills	32%	66
Public Speaking	27%	55
Entrepreneurship / Risk-Taking	14%	29
Bilingual Skills / Multilingual Skills	9%	19

<i>Table 8. Skill sets applicants are typically lacking</i>	<i>Percentage</i>	<i>N</i>
Written / Verbal Communication Skills	52%	107
Analytical Problem Solving	42%	86
Leadership Skills	41%	85
Critical Thinking	38%	79
Organizational Skills	34%	70
Creativity / Innovative	28%	54
Team Work / Collaboration Skills	27%	53
Project Management	25%	52
Public Speaking	20%	41
Job Specific Technical Skills	17%	36
Bilingual Skills / Multilingual Skills	16%	33
Business Processes	16%	32
Computer Applications	16%	32
Reading Comprehension	10%	21
Entrepreneurship / Risk Taking	10%	20
Mathematics / Numeric Skills	7%	15

<i>Table 9. Skill sets that will be increasingly critical in the future</i>	<i>Percentage</i>	<i>N</i>
Written / Verbal Communication Skills	71%	146
Analytical Problem Solving	68%	140
Critical Thinking	67%	139
Team Work / Collaboration Skills	61%	127
Computer Applications	63%	131
Leadership Skills	56%	115
Organizational Skills	55%	114
Creativity / Innovative	53%	109
Project Management	46%	95
Job Specific Technical Skills	37%	77
Reading Comprehension	36%	74
Business Processes	35%	73
Bilingual Skills / Multilingual Skills	28%	58
Mathematics / Numeric Skills	27%	55
Public Speaking	19%	40
Entrepreneurship / Risk-Taking	18%	38

Alumni Information

<i>Table 10.</i> <i>USI Graduates: Level of competence in key skill sets</i>	<i>Above average competence</i>	<i>Average Competence</i>	<i>Less than average competence</i>	<i>Total N (# able to rate skill)</i>
Computer Applications	66%	31%	3%	121
Team Work / Collaboration Skills	54%	43%	3%	125
Reading Comprehension	51%	46%	3%	118
Creativity / Innovative	50%	38%	12%	119
Written / Verbal Communication Skills	48%	52%	10%	124
Analytical Problem Solving	45%	22%	13%	115
Critical Thinking	44%	47%	9%	117
Mathematics / Numeric Skills	43%	49%	8%	106
Organizational Skills	43%	46%	11%	118
Job Specific Technical Skills	41%	46%	13%	110
Leadership Skills	36%	43%	21%	110
Public Speaking	32%	45%	23%	100
Business Processes	35%	47%	18%	104
Project Management	32%	50%	18%	94
Entrepreneurship / Risk-Taking	26%	46%	28%	83
Bilingual Skills / Multilingual Skills	9%	24%	67%	54

Scale of 1 to 5, with 1 to 2 being 'not at all to less than average competence', 3 'average competence' and 4 to 5 being 'above average competence'.