Instructions for Proposing Courses for the University Core Curriculum Program

The core curriculum is an educational experience common to all undergraduates of Ball State University. Each course in the core should contribute to the realization of the following vision, as described in the Preamble of the framework document *Ball State University Core Curriculum for the 21st Century (UCC – 21)*: “Graduates of Ball State University are individuals who realize their intellectual potential, who seek to add breadth and depth to their perspectives, and who maintain their physical well-being. Graduates of the university command extensive knowledge and a mature repertoire of cognitive, practical, and technological skills. They exhibit integrity and responsible action in their social, professional, and civic lives. They respect the histories, cultures, and needs of others. They inform their decisions through critical, creative, and scientific reasoning, and they discern the consequences of their decisions and actions at the local, national, and global levels. They acknowledge responsibility for environmental well-being and for the civic engagement that a diverse democracy requires.” Proposals for UCC courses should make clear how the proposed course will contribute to the attainment of this vision.

I. Procedure for Submitting Proposals for Courses to the UCC Program:

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

B. Interdepartmental courses must be approved by each sponsoring academic unit.

C. Any academic unit considering submitting a proposal for the UCC program should consult with the UCC sub-committee as they develop their proposal to address any of the following issues:
   1. Translation of UCC learning outcomes into the context of their course.
   2. Definition of appropriate measures of assessment.
   3. Identification of possible demurral problems.

D. A sponsoring academic unit will forward its proposal to its Dean for review and recommendation, according to that college’s procedures.

E. Collegiate Deans will forward approved proposals to Academic Systems, which will then forward edited proposals to the UCC Subcommittee for review and recommendation.

F. The UCC Subcommittee will forward its recommendation for the roster of courses that will initially populate the new UCC program to the Undergraduate Education Committee (UEC).

G. Reminder: Any new course will need to use the University’s New Course Approval Form or a Revised Course Approval Form if the proposed course is a new course or has a change in the course title and/or number description, credit hours and/or prerequisite.
II. Format for UCC Foundation, Tier 1, or Tier 2 Course Proposals:

A UCC course proposal consists of the documentation described below

A. UCC Proposal Cover Form

B. UCC Course Master Syllabus

A master course syllabus is required for all UCC courses. The format of this syllabus is described below.

1. Course description (same as catalog description)

2. Rationale for Inclusion of Course in UCC

Provide a rationale that will indicate in detail the ways in which the course will enable students to achieve the learning outcomes of the UCC Program. This should include a description of how the course content focuses on major ideas in the discipline that provide a useful context for attaining UCC student learning outcomes. See additional instructions for writing Rationale statements that are specific to the type of course you are proposing in the Appendices of this document.

3. List of Course Objectives

Course objectives must be described in terms of observable, assessable student performances (e.g., written, oral, visual).

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

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

c. Objective statements should not use verbs such as appreciate, value, be aware of, or understand unless these objectives are accompanied by specific descriptions of observable/assessable student behaviors that demonstrate students have attained the desired learning outcome.

4. Course content outline and format

List the major topics that will be addressed in the course. These should focus on major ideas within the discipline. Describe the planned format of instruction, including the various pedagogical methods that will be used to teach the course topics.
5. Assessment of student learning outcomes

a. Describe the methods that will be used to assess student learning outcomes. These methods should require that students demonstrate their ability to apply knowledge and cognitive skills that demonstrate the UCC transformations to scenarios, situations, or problems not previously presented by the instructor. There must be some assessment for EACH of the transformations appropriate to the level of the proposed course (i.e., Tier 1 or 2).

b. Assessing students for these transformations must include multiple types of assessment, which might include:

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

c. It is expected that UCC courses should include a substantial emphasis on student learning outcomes that reflect the cognitive transformations described in the UCC framework document. Hence, assessments of student learning outcomes will demonstrate that the UCC transformations have been achieved. Consequently, assessments of learning outcomes associated with the UCC transformations will have substantial weight in determining student grades.

d. Sample performance outcomes for each level (Tier 1 and 2) and each domain are provided in the domain-specific instructions.

D. Course Assessment:

   UCC courses should be periodically assessed by the department/school to determine if they are effectively contributing to the goals and objectives of the core curriculum. This will require that instructors regularly collect and analyze data that document the proportion of students who successfully demonstrate mastery of knowledge and cognitive skills associated with UCC transformations. In this section of the course proposal, describe the types of assessment data that will be collected to document the degree to which students successfully attain the learning outcomes identified in the course rationale and objectives. Also describe how these data will be summarized and reported. Examples of future assessment documents might include exam questions, assignments, examples of student works, etc.
E. Faculty Qualifications for Domain Courses

When a department proposes a UCC course for a Domain in which that department is not traditionally considered to belong, the course proposal must include a statement of the qualifications (credentials and/or experience) of the faculty member[s] who will teach the course. Additionally, the proposal shall include a commitment by the department to continue to have on its faculty persons with similar qualifications without depending exclusively on one faculty member. Course assessment documentation must include a list of all faculty who have taught such courses during the period of assessment.

F. Supplemental Rationale or Other Statement

The UCC Subcommittee will consider course proposals that deviate from one or more of the specific criteria set forth in this document. A course proposal that deviates from one or more of the criteria must include a supplemental rationale that explains the reasons for the deviations. This rationale statement must also outline how the alternative proposed course will meet the goals of the UCC, as stated in the framework document *Ball State University Core Curriculum for the 21st Century* approved by the University Senate and Board of Trustees. In this circumstance, the UCC Course Proposal may include any additional information that the proposing department or faculty member believes necessary.