New University Core Curriculum Implementation Task Force

February 19, 2014

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Core 39

This document is a compilation of the final report of the University Core Curriculum Review Task Force as modified by Faculty Senate, the requirements of the learning outcomes of the Indiana Statewide Transfer General Education Core, and the implementation procedures adopted by the New University Core Curriculum Implementation Task Force.

To enhance consistency the following definitions will be used in this document:
- **Goals** focus on the general aims of the program and curriculum
- **Objectives** focus on what students are <u>expected</u> to do/know at the end of instruction
- **Outcomes** focus on what students <u>are</u> able to do/know at the end of instruction (and for which there is supporting evidence)

The varying curricula leading to a student completing the requirements for the Core 39 require that a student satisfy 14 credit-hours of foundational skills, select courses designed to enhance civic and cultural awareness emphasizing "Ways of Knowing," and complete courses that give clear and meaningful differentiation between the BA and BS degrees. Additionally embedded experiences align with USI's mission statement to prepare students "to live wisely in a diverse and global community." An integral part of the Core 39 is a three-tiered approach to assessment: course assessment, student performance, and category assessment.

This document will present an overview of Core 39 followed by the goals and objectives for each category, a description of how Core 39 aligns with the 30-credit hour state transfer general education requirements, the assessment plan, and the implementation procedures.

Core 39

Foundations	Civic & Cultural Awareness		Embedded Experience
Composition 1 Composition 2 Communication Mathematics Physical Activity & Wellness FYE Minimum of 14 credit hours	**Ways of Knowing Select from 4 Categories** Minimum of 12 credit hours		**Diversity Global Writing 1 Writing 2** Students may complete embedded experiences in core, major and/or elective courses.
	Creative and Aesthetic Expression Historical Inquiry Moral and Ethical Reasoning Scientific and Mathematical Inquiry Social Inquiry World Languages and Culture		
	Bachelor of Arts	**Bachelor of Science**	
	Minimum of 13 credit hours		
	Natural Science with Lab World Languages (first course) **World Languages** (second course) **World Languages** (third course)	**World Language & Culture Natural Science with Lab Natural Science** (second course) **Social Science**	

Civic and Cultural Awareness (middle column) Guidelines
- One course required from at least four of the six Ways of Knowing categories with no two of the courses having the same prefix.
- Credit hours earned from courses with the same prefix and used to satisfy the BA or BS requirements may total no more than nine credit hours.
- With the exception of World Languages, a course used to satisfy a Ways of Knowing category must have a different prefix than any course used to satisfy a BA or BS requirement.
- Courses satisfying the World Languages and Culture in the Ways of Knowing category may have the same prefix as the World Language/World Language and Culture requirements for the BA/BS.
- Students earning a B.A. Degree must successfully complete a four-course sequence in the same language through 204 or higher.
- Students earning a bachelor's degree which is not designated as a BA or BS (e.g. Bachelor of General Studies) must choose either the BA or BS track for the purposes of Core 39.

Foundation Skills

Rhetoric and Composition I: Literacy and the Self

Goals and 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.
    * Development of 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:
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
   - Students will, through writing and discussion:
   - 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

The goal of communication studies courses in the New 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/Quantitative Reasoning

A foundational experience in quantitative reasoning will provide a rigorous mathematical curriculum applied to real world problem solving. The outcomes should deepen, extend, and be distinct from Indiana high school mathematics requirements.

Goals and Objectives
Upon completion, students will be able to:

1. Construct and analyze arguments using mathematical logic
2. Identify a mathematical model's underlying assumptions and assess its appropriateness for real-world applications
3. Demonstrate the ability to perform mathematical procedures to solve problems.
4. Draw appropriate inferences from mathematical models used in social sciences, natural sciences, business, and everyday life.
5. Interpret, communicate, and represent 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
1. Identify the relationship between the dimensions of wellness, integrating their effects on overall well-being
2. Participate actively in intervention programs related to wellness and fitness based on assessments and evaluations in cooperation with university wellness entities.
3. Identify risk factors, motivation, counseling, and behavior modification techniques to emphasize current and valid health information and promote lifestyle changes.

4. Understand the value of health related physical fitness for the maintenance of good health and participate regularly in physical activity.
5. 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

First Year Experience

1. To help students understand the value of the full higher educational experience, they will participate in some aspect of university life beyond the classroom.
2. To help students understand the self-direction and motivation required to succeed, they will develop a plan for achieving their academic goals.
3. To help students understand how their education applies to community issues, they will engage in an activity with stakeholders beyond the university.

Civic & Cultural Awareness

Bachelor of Arts and Bachelor of Science Required Courses Goals*

Bachelor of Arts (B.A.)

World Languages
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 earning a B.A. Degree must successfully complete a four-course sequence in the same language through 204 or higher.

Natural Science
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.)

Natural Science
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.

Social Science
Students demonstrate an understanding of theoretically grounded social science methodology as a means for examining individual development, social interaction and social behavior in the organization of political, religious, social, and economic groups and institutions.

World Languages and Culture
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.

*Learning objectives pertaining to these subcategories are found below, in the Ways of Knowing section.

Ways of Knowing-- Civic & Cultural Awareness

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."**
(The common Ways of Knowing design questions and learning outcomes follow the Category Goals.) Applications for course admission to a category within Ways of Knowing must address the specific category learning objectives and must include a credible method of assessment of student learning. In addition, applications must address the common Ways of Knowing Design Questions and at least one of the common Ways of Knowing learning outcomes.

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.

Integrated Objectives
Students will be able to:
1. Understand the uses of creative expression in the fine, performing, or literary arts, through the recognition and description of humanistic, historical, or artistic works or problems and patterns of the human experience.
2. Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
3. Develop appropriate means of interpreting works of art, through the application of disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
4. Develop appropriate means of interpreting works of art by analyzing and evaluating texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
5. Analyze the concepts and principles of various types of humanistic and artistic expression.
6. Develop appropriate means of understanding ways in which works of art express ideas and evoke feelings, by positing arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
7. Analyze diverse narratives and evidence in order to explore the complexity of human experience across the ages.

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.

Objectives
Students will:
1. Develop an understanding of the uses of historical documents and artifacts as a method and means of viewing the human experience.
2. Examine the significance of continuity and change.
3. Relate events, ideas, and achievements to the context of their times.
4. Assess the roles of individuals, institutions, and social processes.

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.

Objectives
Students will be able to:
1. Understand one's ethical obligations to others and one's responsibility to contribute to the common good.
2. Apply ethical theories, such as utilitarianism and Kantianism, to contemporary ethical problems and issues.
3. Articulate important ethical issues and identify alternative positions on those issues (including the grounds for those positions).
4. Articulate their own ethical viewpoints and effectively defend them.

Scientific and Mathematical Inquiry

Integrated Objectives
A course need only address <u>one</u> of the following: experimental, deductive, or <u>inferential</u>.

Experimental
Students will be able to:
1. Describe the roles of observation, hypothesis, and testing in the process of generating and modifying scientific explanations.
2. Demonstrate the ability to use appropriate discipline-specific observational, quantitative, or technological methods to test hypotheses and determine their potential validity.
3. Apply foundational knowledge and discipline-specific models and/or theories to explain or predict natural phenomena and to solve problems.
4. Locate reliable sources of discipline-specific scientific evidence to construct arguments related to real-world issues and, where appropriate, distinguish between scientific and nonscientific evidence and explanations.

Deductive
Students will be able to demonstrate an understanding of the uses of deductive reasoning and proof.

Inferential
Students will be able to demonstrate an understanding of the uses of statistical inference.

Social Inquiry

Students demonstrate an understanding of individual development, social interaction, and social behavior in the organization of political, religious, social and economic groups and institutions.
Integrated Objectives

Concepts, theories, basic principles

Students will be able to:
1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
2. Understand how individuals develop, interact, and organize themselves in political, religious, social, and economic spheres.
3. Understand the significance and vitality of social organizations ranging from groups to institutions.
4. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.

Research Literacy
Students will be able to:
5. Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
6. Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.

Self, Social, and Diverse Populations
Students will be able to:
7. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

Personal and Social Responsibility

Students will be able to:
8. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

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.

<u>Objectives</u>
Students will be able to:

1. Understand culture within a global and comparative context (specifically, that a particular culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences).
2. Demonstrate knowledge of global issues, processes, trends, and systems (such as economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations).
3. Demonstrate knowledge of other cultures (including beliefs, values, perspectives, practices, and products).
4. Use cultural knowledge, diverse cultural frames of reference, and alternate cultural perspectives to think critically and solve problems.
5. Communicate and connect with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive) [This learning objective applies specifically to students who study a foreign language.].
6. Use foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.

Common Ways of Knowing 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?

Common Ways of Knowing Category Outcomes

Ways of knowing courses will be distinctive in that they will <u>meaningfully</u> and <u>explicitly</u> incorporate consideration of how a particular discipline contributes to the creation of knowledge. Each Ways of Knowing course in the New University Core Curriculum will address at least one of the following learning outcomes:

<u>OUTCOME 1:</u> 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.
<u>OUTCOME 2:</u> 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.

<u>OUTCOME 3:</u> 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.

<u>OUTCOME 4:</u> 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.

Petitions for courses to be included in any one of the six Civic and Cultural Awareness (Ways of Knowing) categories must demonstrate how the course addresses the Common Ways of Knowing Goals and Learning Outcomes as well as the specific learning outcomes of the particular category in which a course will be included. Ways of Knowing courses will be assessed according to how well they meet both the Common Ways of Knowing outcome(s) and the outcomes of the specific category.

Embedded Experience

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 Objectives 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

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 Objectives 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 Criteria

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

- Writing assignments should be integrated throughout the semester and used to enhance the learning of course content.
- Written assignments should constitute a significant portion of the course grade, counting for a minimum of 35% of total course evaluation in a three credit-hour course, or its equivalent
- Instruction should include brief lessons on writing in the particular discipline.
- 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.
- The sustained project should synthesize some of the major objectives of the course.
- At least one assignment must involve instructor feedback on student drafts and opportunities for revision.
- Each college/department should determine broad parameters for what constitutes acceptable writing in the discipline(s).

A program of courses involving substantial writing expectations may satisfy the writing-intensive embedded experiences. Petitions for a program of courses must clearly demonstrate how the group of courses will address Writing-Intensive Experience criteria and how the goals and objectives will be assessed.

Assessment and the Core 39 Curriculum

Protocol

Assessment of the New University Core Curriculum (CORE 39) learning and impact will follow a three-tiered approach.

The first tier "Course" assessment in the CORE 39 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 the CORE 39. 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 five-year review will require documentation by the department/program offering the course of student performance and impact on student learning.

The second "Student Performance" tier assessment in the CORE 39 Assessment Plan involves linking student performance data from the Tier One proposal with student performance assessment data collected elsewhere. 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 the CORE 39'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 CORE 39 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.

Implementation Policies

Policy 1—Populating the Core

Process for populating the New University Core Curriculum
- Existing Course to University Core Council to Provost
- Existing Course with modifications to University Core Council to the University Curriculum Committee to the Provost
- New Courses to the University Core Council to the University Curriculum Committee to the Provost

Guidelines for course submission
- A course submitted as a Foundational Course may not be submitted as a course to satisfy any additional core requirements. (A foundational course cannot satisfy a BA/BS requirement, a Ways of Knowing requirement or contain an embedded experience.)
- A course submitted to satisfy a BA/BS requirement may be submitted in one category only and must satisfy the learning outcomes for that category.
  - For example, a course submitted to satisfy the Natural Science requirement for the BA/BS could only be submitted in the Scientific and Mathematical Inquiry Ways of Knowing category; however, a science course not submitted to satisfy a BA/BS requirement could be submitted to satisfy a different Ways of Knowing category, such as Historical Inquiry or Scientific and Mathematical Inquiry.
  - A course may be submitted to satisfy the Natural Science requirement for both the BA and the BS (one category, but listed in two places).
  - A World Language course submitted to satisfy one of the BA requirements could also be submitted to satisfy World Languages and Culture in the BS.
  - A non-language course submitted to satisfy the BS requirement of World Languages and Culture will not satisfy the BA World Language requirement.
  - Remember a course cannot satisfy two categories; for example, a course may not be submitted to satisfy a Natural Science requirement and also to satisfy a Social Science requirement.
- A course submitted in one of the Ways of Knowing subcategories, must satisfy the learning outcomes for the subcategory as well as at least one of the four common learning outcomes for the Ways of Knowing.
- A writing intensive course may be a course within a program of study, a non-foundational Core 39 course or simply a course satisfying the writing intensive embedded experience.

- A diversity course may be a course within a program of study, a non-foundational Core 39 course or simply a course satisfying the diversity embedded experience. A course may not satisfy both global and diversity.
- A global course may be a course within a program of study, a non-foundational Core 39 course or simply a course satisfying the global embedded experience. A course may not satisfy both global and diversity.

Policy 2--Courses satisfying an Embedded Experiences
- Courses satisfying diversity and global embedded experiences should be a minimum of three credit hours.

Policy 3—Requirements for Writing Intensive Courses

Courses fulfilling the Writing-Intensive Experience must meet the following criteria:
- Writing assignments should be integrated throughout the semester and used to enhance the learning of course content.
- Written assignments should constitute a significant portion of the course grade, counting for a minimum of 35% of total course evaluation in a three credit-hour course, or its equivalent.
- Instruction should include brief lessons on writing in the particular discipline.
- 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.
- The sustained project should synthesize some of the major objectives of the course.
- At least one assignment must involve instructor feedback on student drafts and opportunities for revision.
- Each college/department should determine broad parameters for what constitutes acceptable writing in the discipline(s).

A program of courses involving substantial writing expectations may satisfy the writing-intensive embedded experiences. Petitions for a program of courses must clearly demonstrate how the group of courses will address Writing-Intensive Experience criteria and how the goals and objectives will be assessed.

Policy 4—Foreign Language

Foreign Language
- First-Year Students (no previous college):
  The Department of Modern and Classical Languages offers credit for preceding language courses for students who achieve a grade of B or higher in the USI courses in which they are placed. To receive credit for preceding courses, students must submit a Departmental Credit form (through the Department of Modern and Classical Languages). A $15.00 filing fee is required.
- Transfer Students:
  o Students who have transfer credits at the intermediate level or higher may be eligible to receive credit for lower level language courses not already awarded by completing a USI language course at a level higher than their transfer courses with a grade of B or higher. To receive credit for preceding courses, students must submit a Departmental Credit form (through the

Department of Modern and Classical Languages). A $15.00 filing fee is required.

- Articulation Agreements:
  Students who receive transfer credits based on articulation agreements may receive credit for preceding language courses not taken at USI by completing a USI language course at a level higher than their transfer courses with a grade of B or higher. To receive credit for preceding courses, students must submit a Departmental Credit form (through the Department of Modern and Classical Languages). A $15.00 filing fee is required.

Policy 5--Opting into Core 39

Students enrolled at USI prior to Fall 2014 have the option of completing the "new" core. If students opt into Core 39, they must complete all degree requirements in the fall 2014 or later bulletin.

- Transfer students enrolling in USI during the 2014-15 academic year have the option of completing the "old" core as published in the 2013 bulletin.
- Students must complete the "old" core by the 2016-2017 academic year.
- The FYE course will be waived for students who enrolled at USI prior to fall 2014 and opt into Core 39 curriculum.
- If a student is not enrolled for two consecutive semesters at USI and the student re-enrolls at the university, the student will complete the degree requirements under the bulletin in effect at the time of re-enrollment.

Policy 6—Change of Bulletin

- A "Change of Bulletin" form (attached) has been developed to allow students to switch to a different bulletin.
- Only transfer students with a significant number of general education hours at a community college should be allowed to opt into the "old" core. The academic advisor should discuss the options with the student.
- It is understood that not every student may meet these recommendations. Exceptions may need to be made and those exceptions would be made by the Director of the University Core Curriculum.

Policy 7—Students Transferring to USI
- Transfer students must complete Core 39 requirements.
- Transfer students must complete all degree or program requirements.
- Transfer students may satisfy The First Year Experience requirement by participating in transfer orientation. (Students satisfying FYE via orientation will not be required to take an additional credit hour to satisfy the requirements of Core 39.)

Policy 8—Diversity and Global Embedded Experiences

- Although an embedded diversity experience is a prerequisite for an embedded global experience, BANNER will not block a student from registering for a global embedded experience who has not satisfied the diversity embedded experience. Advisors should check for the diversity experience prior to advising a student to enroll in a global experience.

Policy 9— Students Transferring to USI with a Degree

- Core 39 is satisfied for students entering USI with a bachelor's degree.

Policy 10—Subset of USI's Core 39 that will satisfy the Indiana Statewide Transfer General Education Core

Students enrolled at USI wishing to satisfy Indiana's 30 credit-hour Statewide Transfer General Education Core must complete a minimum of three credit hours in each of the six state categories (written communication, science with lab, speaking and listening, humanistic-artistic, social behavior, and quantitative reasoning) plus additional credit hours of USI's Core 39 for a minimum of 30 credit hours. (The additional credit hours must be selected from courses satisfying the BS, the BA, or Ways of Knowing categories; the only Foundational Course that may be used to satisfy the additional credit hours is ENG 201.)

By completing a minimum of three credit hours from each of the state categories, USI students will have minimally met all of the required state learning outcomes; the additional credit hours completed within USI's CORE 39 to reach the 30 credit-hour limit will serve to strengthen and broaden a student's foundational knowledge of the learning outcomes while permitting students the flexibility to select courses related to their educational interests.

CORE 39 mapped to the 30 credit hour Indiana Statewide Transfer General Education Core

Written Communication	1a
Science	2b or 3a
Speaking and Listening	1c
Humanistic-Artistic	2a or 3c
Social-Behavioral	3b or 4b or 4c or 4e
Quantitative Reasoning	1d

University of Southern Indiana New University Core Curriculum*
1. **Foundational Courses**
   a. Rhetoric and Composition I: Literacy and the Self
   b. Rhetoric and Composition II: Literacy and the World
   c. Communication Studies
   d. Mathematics
   e. Physical Activity and Wellness
   f. First Year Experience
2. **Bachelor of Arts**
   a. World Languages
   b. Natural Science
3. **Bachelor of Science**
   a. Natural Science
   b. Social Science
   c. World Languages and Culture
4. **Ways of Knowing**
   a. Creative and aesthetic expression
   b. Historical Inquiry
   c. Moral and ethical reasoning
   d. Scientific and mathematical inquiry
   e. Social Inquiry
   f. World languages and cultures

*The embedded experiences are not included in this mapping.

Policy 11—Gap Year

Students entering USI for the first time beginning with the first summer term of 2013 and ending with the ending with the spring term of 2014 will fall in the gap year – the time between the implementation of the 30 credit-hour Statewide Transfer General Education Core and the implementation of USI's Core 39. The fall 2014 bulletin and Core 39 will apply to new students admitted for the summer 2014 terms.

The following USI courses from the current UCC and general curriculum will satisfy Indiana's 30 credit-hour general education core for the year between the implementation of the state core and USI's CORE 39:

- 3 credit hours of composition selected from ENG 101, ENG 201
- 3 credit hours of communication selected from CMST 101, CMST 107
- 3 credit hours of quantitative reasoning selected from MATH 107, Math 108, MATH 215 or MATH 230
- 3 credit hours from Ethics (B1)
- 3 credit hours from The Arts (B2)
- 15 credit hours (total) with a minimum of 3 credit hours from each the following categories of Enhancement of Cultural & Natural Awareness
  - History (C1)
  - Individual Development / Social Behavior (C2)
  - Science Course with a laboratory (C3)
  - Western Culture (C4)
  - Global Communities (C5)

Policy 12—College Achievement Program

Students who were enrolled in the College Achievement Program (CAP) as juniors (2012-2013 academic year) or who are presently enrolled in the CAP program (2013-2014 academic year) and who enter USI during the fall 2014 semester will have the option to enroll under the fall 2013 bulletin with the former core instead of CORE 39.

Policy 13—Pass/Fail

Courses satisfying Core 39 may not be taken as pass/fail.

Policy 14—Major Coursework within Core 39

The current rule "No more than six hours of coursework from the major discipline may apply toward the UCC" does not apply to Core 39.

Policy 15—Foundational Courses as pre-requisites

Students are strongly encouraged to complete all foundational courses early in their courses of study even though the Foundational Courses might not be prerequisites for other courses in other core categories. ENG201 is a prerequisite for writing-embedded experiences.

Policy 16--Core 39 and Course Descriptions

Course descriptions do not include references to Core 39. The appropriate Core 39 tags will be inserted by the Registrar's Office once the course is approved by the University Core Council.

Policy 17—First Year Experience

All first-time, degree seeking students are expected to complete the First Year Experience during their first semester at USI. This applies to both full-time and part-time students.

Change of Academic Bulletin

University of Southern Indiana

Student ID Number _____ Date _____

Name: Last _____ First _____ M/I ___

Indicate only the program(s) for which the bulletin is to be changed:

> **Primary Major/Program** _____**Current Bulletin** _____ **New**
>
> > **Bulletin_____**
>
> **Second Major/Program** _____ **Current Bulletin** _____ **New**
>
> > **Bulletin_____**
>
> **Minor/Concentration** _____ **Current Bulletin** _____ **New**
>
> > **Bulletin_____**

I have met with my academic advisor and understand I am required to meet <u>ALL</u> requirements for degree completion as detailed in the NEW academic bulletin, including*:

- Major/Program/Concentration requirements
- University Core Curriculum requirements
- University requirements for graduation
- Minimum number of semester hours of credit for a baccalaureate, associate or graduate degree
- Minimum number of credit hours at the 300-level or above for a baccalaureate degree
- Minimum cumulative GPA on all USI courses counted for graduation requirements
- Minimum number of hours in residency

*See USI Bulletin for specific requirements for major/program/concentration

Academic Advisor Signature (required) _____ **Date:** _____

Student Signature (required) _____ **Date:** _____