



APPENDIX C: CORE 39 GOALS, OBJECTIVES, AND OUTCOMES

Excerpted from New University Core Curriculum Implementation Task Force Report

<http://www.usi.edu/media/2391501/UCC-Implementation-Task-Force-Final-Report02192014.pdf>

A university education prepares individuals to live wisely in a diverse and global community by helping students acquire both discipline-specific competence and broader knowledge and skills that reach across disciplines. Core 39 includes courses in the broad traditions of the liberal arts and a common set of experiences that are integrated across the curriculum. In our core, students expand foundational skills in communication and critical thinking, explore how different fields create and use knowledge, broaden their viewpoints through the study of diverse and global perspectives, and refine their writing skills through writing intensive experiences.

Foundations

Composition: ENG 101

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.

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.

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.

Composition: ENG 201

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.

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.

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.

Communications **Foster students' ability to create effective and ethical oral communication.**

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

Mathematics **Provide a rigorous mathematical curriculum applied to real world problem solving**

- Construct and analyze arguments using mathematical logic
- Identify a mathematical model's underlying assumptions and assess its appropriateness for real-world applications
- Demonstrate the ability to perform mathematical procedures to solve problems.
- Draw appropriate inferences from mathematical models used in social sciences, natural sciences, business, and everyday life.
- Interpret, communicate, and represent mathematical thinking in a precise and accurate manner using the language, tools and symbolism of mathematics.

Physical Activities & Wellness **Provide a comprehensive understanding of the importance of physical health and valuing and maintaining overall physical, intellectual, emotional, social, environmental, spiritual, and occupational well-being.**

- 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.

First Year Experience

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

Ways of Knowing

Each WOK course in CORE 39 will address at least one of the following learning outcomes:

- 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.
- 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.

- 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.
- 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.

Creative & 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.

OBJECTIVES: Students will be able to:

- 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.
- Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
- 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.
- Develop appropriate means of interpreting works of art by analyzing and evaluating texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
- Analyze the concepts and principles of various types of humanistic and artistic expression.
- 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.
- 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:

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

Moral & 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:

- Understand one's ethical obligations to others and one's responsibility to contribute to the common good.
- Apply ethical theories, such as utilitarianism and Kantianism, to contemporary ethical problems and issues.
- Articulate important ethical issues and identify alternative positions on those issues (including the grounds for those positions).
- Articulate their own ethical viewpoints and effectively defend them.



Scientific & Mathematical Inquiry

No Goal Stipulated in Implementation Plan

A course need only address one of the following: experimental, deductive, or inferential.

Experimental. Students will be able to:

- Describe the roles of observation, hypothesis, and testing in the process of generating and modifying scientific explanations.
- Demonstrate the ability to use appropriate discipline-specific observational, quantitative, or technological methods to test hypotheses and determine their potential validity.
- Apply foundational knowledge and discipline-specific models and/or theories to explain or predict natural phenomena and to solve problems.
- 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.

OBJECTIVES:

- Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- Understand how individuals develop, interact, and organize themselves in political, religious, social, and economic spheres.
- Understand the significance and vitality of social organizations ranging from groups to institutions.
- Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
- Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

World Languages & 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 or cultures.

OBJECTIVES. Students will be able to:

- 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).
- 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).
- Demonstrate knowledge of other cultures (including beliefs, values, perspectives, practices, and products).
- Use cultural knowledge, diverse cultural frames of reference, and alternate cultural perspectives to think critically and solve problems.
- 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.].

- Use foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.

Embedded Experiences

Diversity

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.

OBJECTIVES:

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

Global

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.

OBJECTIVES:

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

Writing Intensive

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).

Bachelor of Arts

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

- 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 Language 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.



APPENDIX D: 2015-2016 WOK COURSES TO BE ASSESSED

| FALL 2015 ARTIFACT COLLECTION 38 COURSES | SPRING 2016 ARTIFACT COLLECTION 38 COURSES |
|--|--|
| ANTH111. | ANTH121. |
| ANTH241. | ANTH131. |
| ART104. | ANTH211. |
| ART201. | ANTH221. |
| ARTH221. | ANTH235. |
| ARTH335. | ASTR201. |
| EDUC173. | BIOL108. |
| EDUC221. | BIOL141. |
| ENG105. | CHEM108. |
| ENG222. | CHEM141. |
| ENG285. | CHEM262. |
| ENG286. | ECON208. |
| ENG361. | ENGR305. |
| ENG386. | GEOG112. |
| FREN275. | GEOG123. |
| GEOG330. | GEOL108. |
| GERM275. | GNDR111. |
| GNDR222. | HIST101. |
| HP236. | HIST102. |
| HP356. | HIST111. |
| HUM211. | HIST112. |
| HUM212. | HIST130. |
| HUM241. | HIST140. |
| HUM242. | HP302. |
| MUS202. | INST101. |
| PET402. | MATH203. |
| PHIL200. | MATH241. |
| PHIL201. | MATH253. |
| PHIL251. | PHYS101. |
| POLS271. | PHYS108. |
| POLS281. | PHYS361. |
| PRFS301. | PHYS371. |
| SPAN275. | POLS102. |
| SPTM336. | PSY201. |
| THTR101. | SOC121. |
| THTR251. | SOC261. |
| THTR361. | SPTM223. |
| WLC155. | TECH331. |

Foundation courses (MATH, CMST, PAW, and ENG 201) will also be assessed during 2015-2016. Please see your department chair regarding these classes.



APPENDIX E: ACADEMIC YEAR 2015-2016 CORE 39 ASSESSMENT DEADLINES

WAYS OF KNOWING COURSES | FALL 2015 COURSES

| DEADLINES | ACTIONS |
|---------------------------------------|---|
| September 15, 2015 | Department Chairs notify the UCC Director about which WOK <u>outcome</u> they will use for assessment purposes. |
| September 22, 2015 | WOK Faculty attend Rubric Review on Assessment Day |
| October 10, 2015 | WOK Faculty submit their Key Assignment (KA) to their College CORE 39 Assessment Facilitator (CCAF) |
| October 23, 2015 | CCAF returns their feedback on KA'S alignment with WOK rubric |
| October 30, 2015 | WOK Faculty submit modified KA to their CCAF [If Needed] |
| October 31, 2015 – End of Semester | WOK Faculty administer KA and score rubric by end of 2015 Fall Semester |
| December 23, 2015 | WOK Faculty has all KA scores entered into TK20 |
| December 23, 2015 | CCAF checks to make sure all assessment scores are entered into TK20 |
| January 15, 2016 | CCAF submits list of missing assessment materials to UCC Director |

WAYS OF KNOWING COURSES | SPRING 2016 COURSES

| DEADLINES | ACTIONS |
|------------------------------------|---|
| January 6, 2016 | Ways of Knowing (WOK) Faculty attend Rubric Review during University Meeting Breakout Sessions |
| February 21, 2016 | Department Chairs notify the UCC Director about which WOK <u>outcome</u> they will use for assessment purposes. |
| March 4, 2016 | WOK Faculty submit their Key Assignment (KA) to their College CORE 39 Assessment Facilitator (CCAF) |
| March 18, 2016 | CCAF returns their feedback on KA'S alignment with WOK rubric |
| April 1, 2016 | WOK Faculty submit modified KA to their CCAF [If Needed] |
| April 1, 2016 – End of Semester | WOK Faculty administer KA and score rubric by end of 2016 Spring Semester |
| May 15, 2016 | WOK Faculty has all KA scores entered into TK20 |
| May 15, 2016 | CCAF checks to make sure all assessment scores are entered into TK20 |
| May 30, 2016 | CCAF submits list of missing assessment materials to UCC Director |