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## Core Curriculum Operating Manual

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# CORE CURRICULUM OPERATING MANUAL

Created by the Core Directors

Approved by the Core Curriculum Committee 10-04-2016

This document serves as the companion to the Original Core Document (June 2005); it contains updated information about the mission of each area, the constitution and duties of advisory committees and provides implementation information for both curriculum development and assessment. Information of special importance to advisors, including policies regarding exemptions, variances and transfer credits are also included. The manual will be updated annually; substantive changes must be approved by the Core Curriculum Committee; minor changes (such as typographical errors, broken links, or changes to maintain conformity) shall not require the approval of the Core Curriculum Committee, rather only an annual notification.

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## GENERAL POLICIES

### Definitions of Terms Waiver, Exemption and Variance

Waiver: allows a student to be released from the requirement. GHS is the only area that offers a waiver. See page (insert page number) for more information.

Exemption: student completes the requirement through another means.

Variance: allows a course (that would not normally fulfill the requirement) to replace another course that would fulfill the requirement.

Core curriculum courses are distinctive in their interdisciplinary and multidisciplinary approach, the pedagogies with which they are taught, and the commitment faculty members have made to offer unique and provocative courses. They diverge significantly from the traditional introductory courses taught in General Education at many colleges and universities, as well as some of the learning experiences offered in Advanced Placement and International Baccalaureate. As a result, core courses ordinarily must be completed at Butler.

Students, nevertheless, can be exempted from one or more requirements of the Core curriculum. In general, students are exempted from any requirements in which they have a specified number of hours of disciplinary courses (typically nine hours). The specific exemptions for each area are described below.

<p><b>FYS: First-Year Seminar (2-semester sequence, 6 cr. hours)</b> No exemption</p>
<p><b>GHS: Global and Historical Studies (6 cr. hours)</b>            Waiver for 1 semester (3 hours) after successful completion of 9 or more credit hours of coursework while studying abroad in a Butler-approved program. In addition, all International students automatically receive a 1-semester (3 hours) waiver for GHS. Students are allowed only one waiver towards GHS.</p>
<p><b>AR: Analytical Reasoning (3 cr. hours)</b>            Exemption after successful completion of at least 5 hours of mathematics or computer sciences courses above algebra and pre-calculus; students in professional colleges (COPHS or COB) with college mathematics requirements.</p>
<p><b>NW: The Natural World (5 cr. Hours, lecture + lab)</b>            Exemption after successful completion of at least 8 hours of laboratory science.</p>
<p><b>PCA: Perspectives in the Creative Arts (3 cr. hours)</b>            Exemption after successful completion of at least 9 hours in the arts, including art; dance; theatre; music; digital media production; recording industry studies; or creative writing.</p>
<p><b>PWB: Physical Well Being (1 cr. hour)</b>            No exemption</p>
<p><b>SW: The Social World (3 cr. hours)</b>            Exemption after successful completion of at least 9 hours in the social sciences, including anthropology; education; international studies; journalism; organizational communication &amp; leadership; media, rhetoric &amp; culture; strategic communication; political science; sociology; economics; psychology; STS; or communication</p>

sciences & disorders.
<b>TI: Texts and Ideas (3 cr. hours)</b> Exemption after successful completion of at least 9 hours in the humanities, including most English; history; philosophy; religion; or literature courses taught in classical and modern languages.
<b>C: Speaking Across the Curriculum</b> No exemption
<b>W: Writing Across the Curriculum</b> No exemption
<b>I: Indianapolis Community Requirement</b> No exemption
<b>BCR: Butler Cultural Requirement (8 events prior to graduation)</b> Exempt for majors in the Jordan College of the Arts.

Students should check their online audit to see whether they have completed, or been exempted from, the various CORE curriculum requirements. Log on to **My.Butler.edu**, click on **Self Service**, and then from the dropdown under **Other Academics**, select **Academic Requirements** and click the blue button with the double right arrows.

### **Pass/Fail Option**

Courses required for graduation by the University Core Curriculum may not be taken as pass/fail except for Physical Well Being courses.

### **Transfer Credit and AP/IB Credit**

Transfer Credit: Determinations about transfer credit for students transferring to Butler from another university are made by Registration and Records in consultation with department chairs and Core directors as appropriate. Determinations about transfer credit for current students are made by the chair of the closest corresponding course (e.g. the chair of sociology makes the decision about sociology courses proposed for transfer to Butler) or area director in the case of FYS and GHS. Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits. See specific sections for additional information.

AP/IB Credit: Please visit the Registration and Records website at for more information.

## INFORMATION FOR ADVISORS

### **General Transfer Credit policy:**

For transfer credits to apply to Core Curriculum requirements, the course must be found to be consistent with the learning objectives of the Core area of inquiry.

### **First-Year Seminar**

#### *AP/IB Credit:*

- Please visit the Registration and Records website at for more information.

#### *Transfer Credit:*

- Students matriculating at Butler as first semester freshmen may not receive transfer credit for FYS.
- A student entering college for the first time in spring semester or a first year transfer student will enroll directly into a section of FYS 102 that does not require FYS 101 as a pre-requisite.
- To fulfill the FYS 101 portion of the Core requirement, the student can subsequently or concurrently enroll in an additional Text and Ideas or humanities course. A core variance form must be completed for the Text and Ideas substitution. These students will not enroll in FYS 101 the following semester or year.
- Transfer students who do not transfer in courses that replace FYS may substitute a TI or humanities course (beyond other requirements of the Core) for each semester of the FYS requirement. A Core variance form must be completed for these substitutions.

#### *Exemptions:*

- There are no exemptions for FYS.

#### *Permission Numbers:*

- Individual instructors are not to give permission into full sections of FYS. All requests for permission are managed through the Core Curriculum Office and should be sent to [fys@butler.edu](mailto:fys@butler.edu).

#### *Enrollment:*

- Advisors should emphasize the fact that each one of the First-Year Seminars teaches and reinforces the same skills. While every opportunity is made to match student interests with their First-Year Seminar topic, it is often the serendipitous match, the topic a student does not think he or she will be interested in, that provides the greatest learning experience.

- The best practice for FYS keeps one professor and one group of students together for an academic year. (See “Ideas for the year-long course” on the FYS blog.)
- Occasionally an instructor will have a schedule that only allows one semester of FYS. In this case, the students will stay together and every attempt will be made to schedule a course topic that follows naturally from the first semester topic. We realize that this may not be possible in every case.

***Switching Section:***

- Students, for several reasons, may need to switch sections second semester. For this reason, it is our policy to assure that there are a number of FYS102 sections that do not require a pre-requisite. Not all requests may be granted.

***Summer Offerings:***

- Because FYS courses are an introduction to the Butler learning community, they will not be taught online or in the summer.

***Failing/Withdrawing from FYS:***

- All first year students at Butler are required to take FYS. Students who fail or withdraw from a semester of FYS are required to take the course again. The topic need not be the same.
- Students who fail or withdraw from FYS 101 should take FYS 102 in the spring and retake FYS 101 in the subsequent fall.
- First year students who fail or withdraw from FYS 102 will retake FYS 102 the following spring. Those students should enroll in a FYS 102 that does not require the corresponding FYS 101 as a prerequisite. FYS 101 or FYS 102 can be re-taken sophomore year.

**Global and Historical Studies**

***AP/IB credit:***

- Please visit the Registration and Records website for more information.

***Transfer credit:***

- As a rule, students seldom receive transfer credit for a GHS course, as our offering at Butler University is quite unique. If a student wishes to apply for transfer credit, he/she should complete the Request for Transfer Credit form and get approval from the faculty director of GHS. Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring

students should contact Registration and Records for guidance on transferring credits.

***Exemptions:***

- There are no exemptions for GHS.

***Waivers:***

- One semester of GHS is automatically waived for international students.
- If a student studies abroad in a Butler-approved program and successfully completes nine or more credit hours of coursework while abroad, the student automatically receives a one-semester/three-credit-hour waiver from GHS. However, students are not allowed to get two waivers for GHS; they must take at least one GHS course at Butler University. Exceptions require the approval of the faculty director of Global and Historical Studies.

***Permission Number Requests:***

- Students may request permission into a closed section of GHS by submitting a request form at [http://www.formstack.com/forms/butler-ghs\\_permission](http://www.formstack.com/forms/butler-ghs_permission). Only requests submitted on this form will be considered. Due to the high volume of permission number requests GHS receives, permission numbers are not to be issued until the end of the registration period.
- While we make every effort to accommodate student preference when determining permission number distribution, students are not guaranteed a seat in their preferred section of GHS. Students should enroll in a section of GHS that has open seats if possible.

***Other GHS Policies***

- All students are required to complete two semesters of Global and Historical Studies 201-209 (six credit hours), ideally during their sophomore year.
- Students cannot fulfill the 6-hour requirement by taking both GHS209 “Revolutionary Europe and Nigeria” and GHS203 “Contemporary Europe” due to an overlap in the material. Any other combination of courses is allowed.

***GHS Course Topics***

- GHS201— “South Asian Civilizations”
- GHS202— “Postcolonial Studies: The Caribbean”
- GHS203— “Modernizing and Contemporary Europe”
- GHS204— “Frontiers in Latin America”
- GHS205— “East Asian Interactions”
- GHS206— “Resistance and Reaction: Colonialism and Post-Colonialism in Africa”
- GHS207— “Resistance and Rights: Global Women”
- GHS208— “China and the Islamic Middle East”
- GHS209— “Revolutionary Europe and Nigeria”

## **Perspectives in the Creative Arts**

### ***AP/IB Credit:***

- Please visit the Registration and Records website for more information.

### ***Transfer Credit:***

- Proposed PCA courses at Butler, and therefore proposed equivalencies for transfer credit in PCA, must include participation in the production of a creative product as an essential element of the course, which excludes many standard courses on art or music history. Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

### ***Exemptions:***

- Exemption after successful completion of at least 9 hours in the arts, including art; dance; theatre; music; digital media production; recording industry studies; or creative writing.

### ***Permission Number Requests:***

- Permission numbers for PCA courses in dance, music, art and theatre are managed by the Associate Dean of JCA. Permission numbers for PCA courses in English are managed by the chair of the English department.

## **Social World**

### ***AP/IB Credit:***

- Please visit the Registration and Records website for more information.

### ***Transfer Credit:***

- Determinations about transfer credit are made by the chair of the closest corresponding course (e.g. the chair of sociology makes the decision about sociology courses proposed for transfer to Butler). Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

### ***Exemptions:***

- Exemption after successful completion of at least 9 hours in the social sciences, including anthropology; education; international studies; journalism; organizational communication & leadership; media, rhetoric & culture; strategic communication; political science; sociology; economics; psychology; STS; or communication sciences & disorders.

***Permission Numbers:***

- Permission numbers for SW courses are managed by the chair of the department affiliated with the course (e.g. the chair of sociology would determine whether to issue permission into a full section of SW 200-SO).

**Texts and Ideas**

***AP/IB Credit:***

- Please visit the Registration and Records website at for more information.

***Transfer Credit:***

- Determinations about transfer credit are made by the chair of the closest corresponding course (e.g. the chair of religion makes the decision about religion courses proposed for transfer to Butler to meet the Texts and Ideas requirement). In the event that there is no corresponding discipline, the chair of English will be asked to make the decision because of the focus on writing and literature. Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

***Exemptions:***

- Exemption after successful completion of at least 9 hours in the humanities, including most English; history; philosophy; religion; or literature courses taught in classical and modern languages.

**Analytical Reasoning**

***AP/IB Credit:***

- Please visit the Registration and Records website for more information.

***Transfer Credit:***

- Determinations about transfer credit are made by the chair of the closest corresponding course (e.g. the chair of sociology makes the decision about sociology courses proposed for transfer to Butler). Current students can obtain a Request for Approval of Transfer Credit for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

***Exemptions:***

- Exemption after successful completion of at least 5 hours of mathematics or computer sciences courses above algebra and pre-calculus; students in professional colleges (COPHS or COB) with college mathematics requirements.

**Natural World**

***AP/IB Credit:***

- Please visit the Registration and Records website for more information.

***Transfer Credit:***

- Determinations about transfer credit are made by the chair of the closest corresponding course (e.g. the chair of chemistry makes the decision about chemistry courses proposed for transfer to Butler). In the event that there is no corresponding discipline, the Area 2 Coordinator will be asked to make the decision. Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

***Exemptions:***

- Exemption after successful completion of at least 8 hours of laboratory science.

***Permission Numbers:***

- Permission numbers for NW courses are managed by the chair of the department affiliated with the course (e.g. the chair of biology would determine whether to issue permission into a full section of NW 200-BI).

***Variance:***

- For change of major. A course taken in good faith (e.g. CH105) and then a change of major out of the exempt area of inquiry would allow a variance.

**Physical Well-Being**

***AP/IB Credit:***

- Please visit the Registration and Records website for more information.

***Transfer Credit:***

- Transfer credit can be awarded for this area. Standard transfer credit approval is accomplished through Registration and Records through consultation with the program coordinator for Human Movement and Health Science Education.

- Current students can obtain a Request for Approval of Transfer Credit for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

### ***Exemptions/Waivers***

- There are no exemptions or waivers for PWB. Student athletes may fulfill the requirement through approved registration in PWB sections designed specifically for student athletes.
- For students with physical disabilities, SDS will work individually with instructors to adapt the class as needed.

### ***Permission Numbers:***

- Permission numbers for PWB courses are managed by the College of Education.

### ***Taking Multiple PWB Courses***

- The current policy states that students are only permitted to take one PWB course during their career at Butler. Students can inquire just prior to the start of a semester about possible enrollment if they wish to take a second PWB after having completed the requirement.
- There are no restrictions on taking additional PWB courses during the summer semesters.

## **Butler Cultural Requirement**

### ***Receiving Credit***

- In order to receive BCR credit for attending events, students must have their ID card scanned by the BCR representative both prior to the start of an event and after the end of an event.
- Students must stay for the entire event to receive credit. As of fall 2016, this includes Q&A. A student who arrives late or leaves early will not receive credit for attending.
- Tickets, class assignments, eyewitnesses or other proof of attendance are not accepted in lieu of a scan of the ID.

### ***Exemptions/Waivers***

- Only majors in JCA receive an exemption for the BCR. There are no variances, waivers or transfer credit available for the BCR. However, transfer students are only required to attend 1 BCR event per semester they attend Butler.

## Indianapolis Community Requirement

### *AP/IB Credit:*

- Please visit the Registration and Records website for more information.

### *Transfer Credit:*

- Transfer credit is rarely awarded and occurs only when the specific learning outcomes of the ICR have been met.

### *Exemptions:*

- There are no exemptions for ICR.

### *Waivers:*

- No waivers are granted for ICR.

### *Permission numbers:*

- Permission numbers for ICR courses are managed by the chair of the department affiliated with the course being offered.

### *Failing/Withdrawing from ICR:*

- It is possible for a student to pass a course and still fail the ICR.
- Students do not receive a grade for the ICR independent of their course grade, so **students must pass the course to satisfy the ICR component.**

### *Standard Language:*

- There are four categories of ICR:
- ICR Optional—“Students must select the “Requirement Designation” option if they wish to use this course to fulfill the Indianapolis Community Requirement through completion of at least 20 hours of engagement in a course-specific project that connects experience in the Indianapolis community with academic learning goals within the classroom
- ICR Required—This course satisfies the Indianapolis Community Requirement through completion of at least 20 hours of engagement in a course-specific project that connects experience in the Indianapolis community with academic learning goals within the classroom.
- Service-Learning Optional—Students must select the “Requirement Designation” option if they wish to use this course to fulfill the Indianapolis Community Requirement through completion of at least 20 hours of service in a course-specific project that connects experience in the Indianapolis community with academic learning goals within the classroom.

- Service-Learning Required—This course satisfies the Indianapolis Community Requirement through completion of at least 20 hours of service in a course-specific project that connects experience in the Indianapolis community with academic learning goals within the classroom.

## **Speaking Across the Curriculum**

### ***AP/IB Credit:***

- Please visit the Registration and Records website for more information.

### ***Transfer Credit:***

- Transfer credit is rarely awarded and occurs only when the specific learning outcomes of Speaking Across the Curriculum have been met with a variety of types of oral presentations. A basic Public Speaking course does not meet the requirement.

### ***Exemptions:***

- There are no exemptions for SAC.

### ***Permission Numbers:***

- Permission numbers for SAC courses are managed by the chair of the department affiliated with the course being offered.

### ***Other Information for Advisors***

- Advisors should stress the importance of communication skills in grad school, the corporate environment, and life.

## **Writing Across the Curriculum**

### ***AP/IB Credit:***

- Please visit the Registration and Records website for more information.

### ***Transfer Credit:***

- Determinations about transfer credit for current students are made by the chair of the closest corresponding course (e.g. the chair of sociology makes the decision about sociology courses proposed for transfer to Butler). Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

### ***Exemptions:***

- There are no exemptions for WAC.

***Permission Numbers:***

- Permission numbers for ICR courses are managed by the chair of the department affiliated with the course being offered.

***Other Information for Advisors:***

- WAC must be taken after the student has attained junior standing at the University.

## **COURSE APPROVAL PROCESS FOR THE CORE CURRICULUM**

Proposals are due to the advisory committee one month before the Core Curriculum Committee deadlines (for courses being offered the next summer or fall semester: November 1, and for courses being offered the next spring semester: March 1). As such, deadlines for the Advisory Committees are October 1 and February 1.

1. The Core Curriculum site on Moodle (My Moodle → Organizations → Core Curriculum) serves as a repository for documents pertaining to Core business. The Core Curriculum site is updated at the beginning of the academic year with sub-folders and forms for each Core area: First Year Seminar (FYS); Global & Historical Studies (GHS); Area 1: Perspectives in the Creative Arts (PCA), Social World (SW), Text & Ideas (T&I); Area 2: Analytical Reasoning (AR), Natural World (NW), Physical Well Being (PWB); Writing Across the Curriculum (W); Speaking Across the Curriculum (C); Indianapolis Community Requirement (ICR); Butler Cultural Requirement (BCR). The site also includes Assessment and Archives folders.

The Core Course Proposal folder has sub-folders (i.e. Pending Area Committee Approval, Pending CCC Approval, etc.) that help track the progress of individual course proposals through the Core course proposal process.

2. Core Course Proposal Process:
 

A flow chart of the Core Course Proposal process is also available on the CC site on Moodle.

  - a. Core course proposals are sent electronically to the Core Curriculum Program Coordinator, who: 1) puts them in the Proposals Pending Area Committee Approval folder under the appropriate Core area sub-folder (FYS, GHS, Area 1, Area 2, W, C, ICR, BCR), and 2) notifies the appropriate area committee coordinator that a course proposal is pending.
  - b. The course proposal is discussed by the appropriate area committee. The proposal can be approved, approved pending revision, or denied.

- c. The area committee coordinator communicates with the faculty member submitting the course proposal regarding the status of the proposal. If approved pending revision or denied, the area committee coordinator communicates to the faculty member the reasons why, with suggestions, if appropriate, for revising the proposal. If approved, the area committee coordinator submits the course proposal to the Core Curriculum Committee (CCC) through the Core Curriculum Program Coordinator who will: 1) move the course proposal into the Proposals Pending CCC Approval folder on Moodle, and 2) notify the chair of the CCC that a course proposal is pending.
- d. The CCC receives the recommendation from the area committee and may approve, approve pending revision, or deny the proposal. The CCC chair communicates the status of the course proposal to the area committee coordinator, the Core Curriculum Program Coordinator, and the Registrar. The area committee coordinator then communicates the status of the proposal to the faculty member. Approved proposals are placed in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle. If approved pending revision or denied, the CCC chair communicates to the area committee coordinator the reasons why and returns the proposal for appropriate action and possible resubmission to the CCC.
- e. The Registrar will notify the University Community by e-mail of approved courses, which will be available for review in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle for 15 days from the notification date. Objections or questions about published approved course proposals should be addressed to the chair of the CCC. The CCC will work with the appropriate area committee to attempt to resolve the difficulties. If resolved, then the course proposal will stand for a subsequent 15-day review. Approved courses standing without objection for the 15-day review period will be added to the Core.
- f. After the 15-day review period, the approved Core course proposal is moved by the Core Curriculum Program Coordinator to the Completed Business folder on the Core Curriculum site on Moodle.

### 3. Area meetings

Area committee coordinators prepare the agenda for each of the area committee meetings, direct faculty on the committee to the Proposals Pending Area Committee Approval folder if there are pending course proposals, and send the agenda to area committee members.

Minutes of the area committee meetings should be kept and deposited in the appropriate folder on Moodle.

#### 4. Other Core Business

Requests for Core exemptions should be addressed to the appropriate area committee. The area committee will review the request and forward a recommendation to the chair of the CCC. The CCC will forward the exemption request with its recommendation to the Faculty Senate for action.

5. Individual students requesting a course variance for a Core requirement should contact the Core Curriculum Program Coordinator to complete the appropriate paperwork to make such a request.

### **Time in Committee**

A core course proposal should not be held longer than one month in the area committee. If the proposal is held within the committee for a month, then the director has the authority to make a unilateral decision OR forward it to the CCC so they can make the decision. If the area decision is delayed because of a need for faculty response to the area committee's suggestions, then the area committee has one month after the revised proposal is submitted to make a decision.

### **Course Dispute Policy**

Process: Faculty member contacts the chair of the Core Curriculum Committee at which point the chair notifies the Registrar of the dispute. The registrar tables the course until the dispute is resolved. The Chair acknowledges the dispute and informs the faculty member of the process for resolving disputes.

The chair notifies the CCC that the dispute will be discussed at the next CCC meeting after the 15 day posting period. All involved parties (faculty member who proposed the course, the faculty member(s) who raised the issue and the relevant core area director) will be invited to the meeting. Both sides will make their arguments for and against the course. At this point the area director can request the course go back to the area committee. Unless the course is sent back to the area committee, the core curriculum committee will meet separately no later than the next CCC meeting to determine the final outcome.

The final outcome could be a decision to approve the course as is, to approve the course pending revision, to reject the course, or to send the course back to committee. The initial vote will be to uphold the approval of the course or not. If the course is approved with no changes, then the registrar will notify the university community that the course has been approved. If the course is approved with revision, it will be reposted for another 15-day period in order to notify the university community of the new course. (At this time, the petitioner cannot lodge additional complaints about the course.) If the CCC

decides NOT to uphold the course, then the committee will vote to determine if it wants to send the course back to the area committee for further discussion.

Criteria for sending course back to the Area committee:

- 1) The course might work in the core but NOT in the area submitted.
- 2) Additional information was revealed in the discussion of the course when all parties were present and as a result the CCC wants more input from the area committee.

If the CCC believes the dispute reflects a larger area issue, i.e. a lack of clarity in the description of a particular core area, then the CCC may ask the core area committee to examine the issue in order to make a proposal to the CCC. After the area committee has responded to the CCC with the proposal, the CCC will approve or not approve. If approved, the chair will present it to the Faculty Senate. Note: the CCC can at any time ask an area committee to consider an issue the CCC considers relevant to the area committee and the core curriculum.

## **ASSESSMENT OF THE CORE CURRICULUM**

### The Assessment Process and the Roles of Directors and OIRA

Directors and their advisories are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty members teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

### Direct and Indirect Data

Direct data consists of examples of student work (artifacts) that address the student learning outcomes established for each area of the Core. Direct data is assessed for evidence of the meeting of established student learning outcomes. Indirect data consists of student surveys (such as the IDEA survey) that measures student perceptions of their learning. Assessment in the Core Curriculum consists of the collection, evaluation and comparison of both direct and indirect data.

### Assessment Timeline:

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.
- Faculty are made aware of the assessment process.
- If applicable, corresponding IDEA items for evaluation are identified.
- If applicable, the previous year's assessment report is provided, along with any specific recommendations.
- The dates of development and assessment events planned for the semester are communicated.

- If applicable, ensure pre- surveys or pre-exams are completed.
- If applicable, to request submission of the final course syllabus.

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

Each Director works with OIRA to ensure a usable sample size will be available for the assessment.

Each Director is responsible for locating faculty to participate in Assessfest! (the annual event during which assessment of student work takes place) which shall normally take place on the Monday and Tuesday following graduation in the Spring. The following Wednesday is reserved for workshops in conjunction with Assessfest!

During Assessfest, pairs of faculty members read and score student artifacts using rubrics. Syllabi may also be reviewed during this time. OIRA will provide score sheets and instructions to faculty. It is especially important that (1) artifacts not be scored if it is determined that they do not meet the learning outcomes and (2) if a pair of faculty disagree about whether or not the learning outcomes are met, a third opinion should be sought and that third opinion shall determine whether or not the items are scored. Items not deemed assessable shall be replaced for the purpose of the assessment (however the status of non-assessable items should be recorded).

Following Assessfest each Director will work with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA will produce both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

#### Assessment Rubrics and Reports:

The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page (Organizations, OIRA\_Acad).

# OBJECTIVES, OUTCOMES AND MAPPING TO UNIVERSITY OUTCOMES AND IDEA ITEMS

## First-Year Seminar

### *Learning Objectives (from the Original Core Document, 2005)*

- To reflect on significant questions about yourself, your community, and your world.
- To develop the capacity to read and think critically.
- To develop the capacity to write clear and persuasive expository and argumentative essays with an emphasis on thesis formation and development.
- To gain an understanding of basic principles of oral communication as they apply to classroom discussion.
- To understand the liberal arts as a vital and evolving tradition and to see yourself as agents within that tradition.
- To develop capacities for careful and open reflection on questions of values and norms.
- To develop the ability to carry out research for the purpose of inquiry and to support claims.

### *Learning Outcomes used for Assessment*

- Students will listen and read critically—texts, speech, media and other cultural productions.
- Students will express themselves clearly and persuasively in exposition and in argument, in both written and oral forms.
- Students will carry out research for the purpose of supplying evidence and support for claims made in exposition and argument.

### *Corresponding University Outcomes (2015)*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study.
- Students will communicate clearly and effectively. (Psychomotor – “do”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)

### *Corresponding IDEA Outcomes*

- #8 Essential. Developing skill in expressing myself orally or in writing.
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

## **Global and Historical Studies**

### *Learning Objectives (Revised from the Original (2005) Core Document in 2008)*

- To employ a conceptual framework for Global and Historical studies which appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another.
- To draw on a variety of sources and disciplines - including the arts, the humanities and the social and natural sciences.
- To recognize both the benefits and challenges of living in a culturally diverse and increasingly globalized world.
- To continue development of skills of expository writing.

### *Learning Outcomes used for Assessment*

- Students will practice employing a conceptual framework for global and historical studies which appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another.
- Students will approach the topic from a variety of sources and disciplines - including the arts, the humanities and the social and natural sciences.
- Students will understand the benefits and challenges of living in a culturally diverse and increasingly globalized world.
- Students will continue development of skills of expository writing.

### *Corresponding University Outcomes (2015)*

- Students will explore a variety of cultures. (Cognitive – “Know”)
- Students will appreciate diverse cultures, ethnicities, religions and sexual orientations. (Affective – “Value”)
- Students will make informed, rational and ethical choices. (Psychomotor – “Do”)

### *Corresponding IDEA Outcomes*

- #1 Important. Gaining factual knowledge (terminology, classifications, methods, trends).
- #7 Essential. Gaining a broader understanding and appreciation of intellectual/ cultural activity (music, science, literature, etc.).
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

## **Perspectives in the Creative Arts**

*Learning Objectives (from the Original Core Document, 2005)*

- To develop cognitive and affective appreciation for the process and products of artistic creation.
- To participate actively in the creation of an artistic product.
- To reflect on the nature and sources of aesthetic value.
- To develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts.

*Learning Outcomes used for Assessment*

- Student will develop cognitive and affective appreciation for the process and products of artistic creation.
- Students will participate actively in the creation of an artistic product.
- Students will reflect on the nature and sources of aesthetic value.

*Corresponding University Outcomes (2015)*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “do”)
- Students will be exposed to the value of lifelong learning. (Affective – “Value”)

*Corresponding IDEA Outcomes*

- #6 Essential. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.).
- #7 Essential. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).

## **Social World**

*Learning Objectives (from the Original Core Document, 2005)*

- To study selected questions about human beings and the social, cultural, economic and political world in which they are embedded.
- To develop an understanding of the variety of quantitative and qualitative research methods social scientists use to study the social world.

- To develop the ability to discern the social, scientific and ethical dimensions of issues in the social world, and to understand the interaction between a society's values and its definition of social problems.

*Learning Outcomes used for Assessment*

- Student will study selected questions about human beings in the social, cultural, economic and/or political world in which they are embedded.
- Students will develop an understanding of the variety of quantitative and/or qualitative research methods social scientists use to study the social world.
- Students will develop the ability to discern the social, scientific and ethical dimensions of issues in the social world, and
- Students will understand the interaction between a society's values and its definitions of social problems.

*Corresponding University Outcomes (2015)*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)
- Students will make informed, rational and ethical choices. (Psychomotor – “do”)

*Corresponding IDEA Outcomes*

- #2 Essential. Learning fundamental principles, generalizations, or theories.
- #3 Important. Learning to apply course material (to improve thinking, problem solving, and decision).
- #11 Important. Learning to analyze and critically evaluate ideas, arguments, and points of view.

## **Texts and Ideas**

*Learning Objectives (from the Original Core Document, 2005)*

- To engage in reading, writing and discussion about important ideas drawn from the study of important texts in a variety of areas - including, among others, literary texts, dramatic texts, sacred texts, historical texts, philosophical texts and scientific texts.
- To develop capacities for argument, interpretation and aesthetic appreciation through engagement with these texts and ideas.

### *Learning Outcomes used for Assessment*

- Students will engage in reading, writing, and discussion about important ideas drawn from the study of important texts – including literary texts, dramatic texts, sacred texts, historical texts, philosophical texts, and scientific texts.
- Students will develop capacities for argument, interpretation and aesthetic appreciation through engagement with these texts and ideas.

### *Corresponding University Outcomes (2015)*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)
- Students will communicate clearly and effectively. (Psychomotor – “do”)

### *Corresponding IDEA Outcomes*

- #7 Essential. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).
- #8 Important. Developing a skill in expressing oneself orally or in writing.
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

## **Analytical Reasoning**

### *Learning Objectives (from the Original Core Document, 2005)*

- To develop capacities for quantitative and analytical reasoning.
- To understand the centrality of these capacities to the natural and social sciences.
- To recognize the applications of such capacities to matters of personal and public life.

### *Learning Outcomes used for Assessment*

- Students will demonstrate quantitative and analytical reasoning skills.
- Students will demonstrate the ability to apply quantitative and analytical reasoning skills to issues in natural or social sciences.
- Students will demonstrate the ability to explain how quantitative and analytical reasoning applies to situations in their personal or public life.

### *Corresponding University Outcomes (2015)*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)

*Corresponding IDEA Outcomes*

- #3 Essential. Learning to apply course material (to improve thinking, problem solving, and decision).
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

## **Natural World**

*Learning Objectives (from the Original Core Document, 2005)*

- To gain awareness of some significant scientific theories and achievements, and to recognize how they are related both to other areas of science and to our understanding of broader societal issues.
- To develop an understanding of the methods of natural science and a capacity to reason scientifically.
- To experience first-hand the scientific process method through discovery-based learning.

*Learning Outcomes used for Assessment*

- Students will demonstrate content knowledge.
- Students will demonstrate the ability to explain how knowledge of scientific theories guide society’s understanding of broader societal issues.
- Students will experience the methods of science including implementation of the scientific method, data collection, data analysis, and the interpretation of data.

*Corresponding University Outcomes (2015)*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)

- Students will recognize the relationship between the natural world and broader societal issues. (Cognitive – “know”)

*Corresponding IDEA Outcomes*

- #2 Essential. Learning fundamental principles, generalizations, or theories.
- #3 Essential. Learning to apply course material (to improve thinking, problem solving, and decision).

## **Physical Well Being**

*Learning Objectives (from the Original Core Document, 2005)*

- To develop life-long habits of good health and physical activity.
- To increase awareness of the centrality of health and wellness for pursuit of a good life.

*Learning Outcomes used for Assessment*

- Students will develop skills and knowledge of a physical activity.
- Students will demonstrate the ability to explain the way health and wellness positive contribute to a good life.

*Corresponding University Outcomes (2015)*

- Students will practice ways and means of physical well-being. (Psychomotor – “do”)
- Students will be exposed to the value of lifelong learning. (Affective – “value”)

*Corresponding IDEA Outcomes*

- #2 Essential. Learning fundamental principles, generalizations, or theories.
- #10 Essential. Developing a clearer understanding of, and commitment to, personal values.

## **Butler Cultural Requirement**

*Learning Objectives (from the Original Core Document, 2005)*

- To develop cognitive and affective appreciation for the process and products of artistic creation.
- To participate actively in the creation of an artistic product.
- To reflect on the nature and sources of aesthetic value.

- To develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts.

*Learning Outcome used for Assessment*

- Students will attend artistic and cultural events at Butler intended to enrich their overall academic experience.

*Corresponding University Outcomes (2015)*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will be exposed to the value of lifelong learning. (Affective – “value”)

*Corresponding IDEA Outcome (although IDEA forms cannot be used for events)*

- #7 Essential. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).

## **Indianapolis Community Requirement**

*Learning Objectives (from the Original Core Document, 2005)*

- To have an active learning experience that integrates classroom knowledge with activities in the Indianapolis community.
- To use an experience in Indianapolis to further the individual student’s understanding of the nature of community and the relationship between community and the student.
- To further students’ commitment to service and ongoing involvement as community actors.

*Learning Outcomes used for Assessment*

- Students will engage in learning that integrates academic content with significant activities alongside Indianapolis community partners. (ICR1)
- Students will connect the active learning experience to enlarge their understanding of community and public good in a pluralistic society. (ICR2)
- Students will demonstrate a commitment to ongoing community involvement and citizenship. (ICR3)

*Corresponding University Outcomes (2015)*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive- “know”)
- Students will demonstrate collaborative behavior with others. (Psychomotor – “do”)
- Students will make informed, rational and ethical choices. (Psychomotor – “do”)
- Students will appreciate diverse cultures, ethnicities, religions and sexual orientations. (Affective – “value”)
- Students will be exposed to the value of lifelong learning. (Affective – “Value”)

*Corresponding IDEA Outcomes*

- None. A separate survey is used. Faculty are instructed to choose IDEA items based on content of course.

## **Speaking Across the Curriculum**

*Learning Objectives (from the Original Core Document, 2005)*

- To develop oral communication skills in the context of course- and discipline-specific materials.
- To use oral communications assignments to aid students in mastery of course- and discipline-specific content.

*Learning Outcome used for Assessment*

- Students will develop oral communication skills in the context of course- and discipline-specific materials.

*Corresponding University Outcomes (2015)*

- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will communicate clearly and effectively. (Psychomotor – “do”)

*Corresponding IDEA Outcomes (note a separate survey is also used)*

- #8 Essential. Developing skills in expressing oneself orally or in writing.

## **Writing Across the Curriculum**

*Learning Objectives (from the Original Core Document, 2005)*

- To refine habits conducive to good writing developed at earlier stages in Core education and education in the major.
- To use writing both as a tool for learning and as a means for communicating about ideas within a discipline or profession.

*Learning Outcomes used for Assessment*

- Students will use writing as a way to learn in order to deepen their understanding of their chosen discipline.
- Students will use types of writing common to the discipline as a step toward professionalization.

*Corresponding University Outcomes (2015)*

- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will communicate clearly and effectively. (Psychomotor – “do”)

*Corresponding IDEA Outcomes\* separate survey also used*

- #8 Essential. Developing skills in expressing oneself orally or in writing.

**INDIVIDUAL MANUALS FOR EACH  
REQUIREMENT IN THE CORE  
CURRICULUM**

# FIRST-YEAR SEMINAR

## MISSION/PURPOSE

The First Year Seminar (FYS) introduces all Butler students to an engagement with ideas of seriousness that is characteristic of the best university education. Over the course of the first year, students will reflect on “big questions” about themselves, their community and their world. They will develop the capacity to read and think critically, research thoughtfully, and to write clear and persuasive expository and argumentative essays, with an emphasis on thesis formation and development. Our First Year Seminar faculty help students develop the capacity for effective oral communication and gain an understanding of basic principles of oral communication as they apply to discussion. Finally, we think it’s vital that our students understand the liberal arts as a vital and evolving tradition and to see themselves as agents within that tradition.

## POLICIES

### *AP/IB Credit:*

- Please visit the Registration and Records website for more information.

### *Transfer Credit:*

- Students matriculating at Butler as first semester freshmen may not receive transfer credit for FYS.
- A student entering college for the first time in spring semester or a first year transfer student will enroll directly into a section of FYS 102 that does not require FYS 101 as a pre-requisite.
- To fulfill the FYS 101 portion of the Core requirement, the student can subsequently or concurrently enroll in an additional Text and Ideas or humanities course. A core variance form must be completed for the Text and Ideas substitution. These students will not enroll in FYS 101 the following semester or year.
- Transfer students who do not transfer in courses that replace FYS may substitute a TI or humanities course (beyond those required for other requirements of the Core) for each semester of the FYS requirement. A Core variance form must be completed for these substitutions.

### *Exemptions:*

- There are no exemptions for FYS.

### *Permission Numbers:*

- Individual instructors are not to give permission into full sections of FYS. All requests for permission are managed through the Core Curriculum Office and should be sent to [fys@butler.edu](mailto:fys@butler.edu).

***Enrollment:***

- Advisors should emphasize the fact that each one of the First-Year Seminars teaches and reinforces the same skills. While every opportunity is made to match student interests with their First-Year Seminar topic, it is often the serendipitous match, the topic a student does not think he or she will be interested in, that provides the greatest learning experience.
- The best practice for FYS keeps one professor and one group of students together for an academic year. (See “Ideas for the year-long course” on the FYS blog.)
- Occasionally an instructor will have a schedule that only allows one semester of FYS. In this case, the students will stay together and every attempt will be made to schedule a course topic that follows naturally from the first semester topic. We realize that this may not be possible in every case.

***Switching Section:***

- Students, for whatever reason, may need to switch sections second semester. For this reason, it is our policy to assure that there are a number of FYS102 sections that do not require a pre-requisite.

***Summer Offerings:***

- Because FYS courses are an introduction to the Butler learning community, they will not be taught online or in the summer.

***Failing/Withdrawing from FYS:***

- All first year students at Butler are required to take FYS. Students who fail or withdraw from a semester of FYS are required to take the course again. The topic need not be the same.
- Students who fail or withdraw from FYS 101 should take FYS 102 in the spring and retake FYS 101 in the fall.
- First year students who fail or withdraw from FYS 102 will retake FYS 102 the following spring. Those students should enroll in a FYS 102 that does not require the corresponding FYS 101 as a prerequisite. FYS 101 or FYS 102 can be re-taken sophomore year.

**ADVISORY COMMITTEE**

The Advisory Committee in FYS, as it is currently constituted, consists of full-time FYS instructors, the Director of Peer Tutoring and Writing Across the Curriculum, the chair of the English Department, and an experienced FYS instructor from each of the colleges. The committee is meant to be inclusive, and anyone who teaches regularly in FYS is welcome.

Responsibilities of the committee include:

- advising the First-Year Seminar Director/s
- discussing and voting on changes in policy and learning outcomes as they arise
- assisting in assessment
- mentoring new faculty

- helping build and sustain the FYS community

## **CURRICULUM**

### ***Course Proposal Process***

In the initial Core document, students were given “limited choice” and there were three approved syllabi for FYS courses.

As it became clear that faculty members would move in and out of the program on a fairly regular basis, a template that would allow for different topics while maintaining the uniformity in assignments was adopted. Sample syllabi, learning objectives, and template are all available on [blogs.butler.edu/fys](http://blogs.butler.edu/fys) as well as on Moodle. Faculty interested in teaching an FYS course should discuss scheduling with his or her department chair. Consultation on syllabi is offered by the FYS Director, seasoned FYS instructors, and members of the FYS Advisory Committee. Initial approval of course titles and descriptions is often time-sensitive and is given by the FYS Director in consultation with the faculty member, keeping the learning outcomes and FYS template in mind.

While the FYS topics may differ according to the instructor’s interests, the goals of every FYS are the same. A First-Year Seminar is discussion and not lecture-based; it is skills (critical and creative thinking, reading, writing and speaking) rather than content-based. At its best, it is inter-disciplinary. At its best, it has the cutting-edge excitement of an upper-level college seminar.

In addition, a successful FYS proposal keeps in mind that an FYS seminar is not an introductory course in a specific discipline. It is the student’s first college-level introduction to the intellectual life of the University and to the values that sustain a community of learners. It is a course that allows the University’s best instructors to focus on material tied to his or her research, scholarship, and creative interests and to share that excitement with a small group of students.

Clusters of FYS courses are encouraged, along the lines of the successful “Faith, Doubt and Reason” cluster. Faculty who would like to teach a section of an already time-tested course are encouraged to talk with other faculty in the discipline.

## **FYS SKILLS TEMPLATE:**

### **Writing**

The teaching of writing should help students develop their authority, stamina and confidence as writers. It should emphasize the development of a personal competence and affinity for writing as a means for constructing and communicating knowledge. Students in the FYS should not regard writing as a ‘check’ on learning, but rather, as an important means for discovering and shaping what they know, or mean to say. FYS encourages students to see writing as an essential intellectual activity in which one makes sense of oneself and one’s world.

**And so, students will:**

- Write often and for varied purposes.
- Develop habits of good writing, including drafting, self and peer review, editing and revision.
- Recognize purposes of writing for different audiences and in different genres.
- Write analytically, descriptively, and persuasively.
- Create academic expository and argumentative essays, with an emphasis on making and supporting claims, appropriate use of evidence, clarity in style, proper organization and other principles distinctive to good writing.

**Recommendations:**

- Informal, low-stakes writing assignments should occur early and often. Weekly exploratory or informal writing assignments are recommended. These assignments may be used to help students experiment with voice, style or form; aid in the drafting of formal assignments; or help prepare students for class discussion.
- In addition to low-stakes assignments, formal writing assignments usually include **at least three essays, total 15 pages or more and include at least one post-grade revision per semester. In practice, this means 15-20 pages of graded writing during FYS 101 and FYS 102.**

**Critical Reading**

The teaching of critical reading in the First-Year Seminar should help students recognize and value the relationships between reading, thinking, writing and oral communication, and develop their authority, stamina and confidence as readers. It should emphasize the development of personal response, textual analysis and the capacity to construct and express interpretations as well as respond openly and thoughtfully to the multiple, varied interpretation of others.

**And so, students will:**

- Relate texts to personal experience.
- Make connections and interpretations across texts.
- Identify underlying assumptions of texts and authors.
- Generate and defend interpretations.
- Question and critique texts and authors.
- Recognize bias.
- Recognize the characteristics and purposes of different written genres.

**Recommendations:**

Texts in the First-Year Seminar include those texts appropriate to the topic (novels, poetry, criticism, film, etc.) but should include weekly reading assignments that include primary and/or secondary written texts that are challenging and develop habits of close reading and critical thinking. Depending on the topic, most FYS courses include from two to six longer works. An emphasis on stand-alone texts as opposed to anthologies is preferred.

Texts should include lexical texts such as novels, short stories, essays, poems, nonfiction, criticism, case studies etc. Texts such as graphic novels, films, musical performances, works of visual art, etc., may also be used as a means for developing students' broader interpretive capacities.

Texts should also be chosen to provide students with models of good writing. Texts should be chosen because they challenge students to be better readers; some texts should be 'difficult.' At least some texts should be chosen to introduce students to perspectives that are not part of their cultural milieu.

### **Research**

The teaching of research should help students develop and value a personal sense of inquiry and the skills and strategies to support such inquiry. Research opportunities should help students develop openness to a variety of truth claims and an awareness of the validity concerns that arise from them. Research opportunities should also help students to broaden their perspectives on ways of knowing, as well as the nature of knowledge and their relationship to it.

The FYS program has a commitment to information literacy enrichment.

### **Recommendations:**

Students will experience research as an ongoing part of inquiry into topics. By the end of the First-Year Seminar, students should have experience writing at least one analytical or argumentative essay that uses research to support claims, though students will become familiar with the basic methods of searching for and evaluating sources from the beginning of the FYS experience. It is expected that research, writing, speaking, and reading are all part of critical thinking and as such annotated bibliographies, class presentations, and research for purposes of inquiry will be a continuing part of each student's experience in FYS.

All writing consists of making claims and supporting those claims with evidence. Most FYS instructors assign one major paper toward the end of the second semester that requires each student conduct research beyond a single text to support claims and the purposes of inquiry.

### **Oral Communication**

Classroom speaking opportunities and instruction should emphasize the development of personal competence, affinity and skill in using oral language as a means of constructing and sharing knowledge. Students in the FYS should not regard discussion as a 'check' on understanding course texts, but rather as an important means for discovering and shaping what they know and mean, as well as what others know and mean. By the conclusion of FYS, students should be more confident speakers, with an understanding of the purpose and methods of discussion. Classes are kept small in order that students may actively participate in class discussions and be evaluated on that discussion.

**And so, students will:**

- Participate in a variety of guided and open discourse practices which focus on the sharing of ideas.
- Engage regularly in discussion of texts and topics.
- Engage regularly in the discussion of writing, including their own.

**Recommendations:**

- Class discussion should be the primary source of working toward meaning and knowledge in FYS.
- At least one structured in-class discussion assignment, in which students have primary responsibility for planning, leading and concluding discussion, should be required each semester. This should include appropriate evaluation, as well as support and suggestions for improvement from both faculty and peers.
- Experiences in other speaking genres (presentations, debates, interviews, oral interpretation, panel discussions, etc.) may be used to broaden students' oral communication capabilities.
- Experience in other kinds of argumentative/persuasive/oral/written/digital projects such as multi-media presentations are encouraged.

**ASSESSMENT*****Learning Objectives***

- To reflect on significant questions about yourself, your community, and your world.
- To develop the capacity to read and think critically.
- To develop the capacity to write clear and persuasive expository and argumentative essays with an emphasis on thesis formation and development.
- To gain an understanding of basic principles of oral communication as they apply to classroom discussion.
- To understand the liberal arts as a vital and evolving tradition and to see yourself as agents within that tradition.
- To develop capacities for careful and open reflection on questions of values and norms.
- To develop the ability to carry out research for the purpose of inquiry and to support claims.

***Learning Outcomes used for Assessment***

- Student will listen and read critically—texts, speech, media and other cultural productions.
- Students will express themselves clearly and persuasively in exposition and in argument, in both written and oral forms.
- Students will carry out research for the purpose of supplying evidence and support for claims made in exposition and argument.

### ***Corresponding University Outcomes***

- *Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)*
- *Students will articulate and apply required content knowledge within their area(s) of study.*
- *Students will communicate clearly and effectively. (Psychomotor – “do”)*
- *Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)*

### ***Corresponding IDEA Outcomes***

- #8 Essential. Developing skill in expressing myself orally or in writing.
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

### **ASSESSMENT PROCESS & TIMELINE**

The Assessment Process and the Roles of Directors and OIRA: Area directors and their advisories are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

Direct and Indirect Data: Direct data consists of examples of student work (artifacts) that address the student learning outcomes established for each area of the Core. Direct data is assessed for evidence of the meeting of established student learning outcomes. Indirect data consists of student surveys (such as the IDEA survey) that measures student perceptions of their learning. Assessment in the Core Curriculum consists of the collection, evaluation and comparison of both direct and indirect data.

#### Assessment Timeline:

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.
- Faculty are made aware of the assessment process.
- If applicable, corresponding IDEA items for evaluation.
- If applicable, the previous year’s assessment report is provided, along with any specific recommendations.
- If applicable, the dates of development and assessment events planned for the semester.
- If applicable, ensure pre-surveys or pre-exams are completed.
- If applicable, request the course syllabus.

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

Each Director works with OIRA to ensure a usable sample size will be available for the assessment.

Each Director is responsible for locating faculty to participate in Assessfest!, which shall normally take place on the Monday and Tuesday following graduation in the Spring. The following Wednesday is reserved for workshops in conjunction with Assessfest!

During Assessfest, pairs of faculty members read and score student artifacts using rubrics. Syllabi may also be reviewed during this time. OIRA will provide score sheets and instructions to faculty. It is especially important that (1) artifacts not be scored if it is determined that they do not meet the learning outcomes and (2) if a pair of faculty disagree about whether or not the learning outcomes are met, a third opinion should be sought and that third opinion shall determine whether or not the items are scored. Items not deemed assessable shall be replaced for the purpose of the assessment (however the status of non-assessable items should be recorded).

Following Assessfest each Director will work with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA will produce both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

Assessment Rubrics and Reports: The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page (Organizations, OIRA\_Acad).

# GLOBAL AND HISTORICAL STUDIES

## MISSION/PURPOSE

GHS is a limited array of interdisciplinary courses that allow students to engage in the investigation of and reflection about a culturally diverse and increasingly globalized world. Students will learn to employ a conceptual framework that appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another. In doing so, students will draw on a variety of sources and disciplines, including the arts, the humanities and social and natural sciences, and they will continue to develop the skills of expository writing introduced in the First-Year Seminar.

## POLICIES

### *AP/IB credit:*

- Please visit the Registration and Records website for more information.

### *Transfer credit:*

- As a rule, students seldom receive transfer credit for a GHS course, as our offering at Butler University is quite unique. If a student wishes to apply for transfer credit, he/she should complete the Request for Transfer Credit form and get approval from the faculty director of GHS. Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

### *Exemptions:*

- There are no exemptions for GHS.

### *Waivers:*

- One semester of GHS is automatically waived for international students.
- If a student studies abroad in a Butler-approved program and successfully completes nine or more credit hours of coursework while abroad, the student automatically receives a one-semester/three-credit-hour waiver from GHS. However, students are not allowed to get two waivers for GHS; they must take at least one GHS course at Butler University. Exceptions require the approval of the faculty director of Global and Historical Studies.

### *Permission Number Requests:*

- Students may request permission into a closed section of GHS by submitting a request form at [http://www.formstack.com/forms/butler-ghs\\_permission](http://www.formstack.com/forms/butler-ghs_permission). Only requests submitted on this form will be considered. Due to the high volume of permission number requests GHS receives, permission numbers will not be issued until the end of the registration period.
- While we make every effort to accommodate student preference when determining permission number distribution, students are not guaranteed a seat in their preferred section of GHS. Students should enroll in a section of GHS that has open seats if possible.

### ***Other GHS Policies***

- All students are required to complete two semesters of Global and Historical Studies 201-209 (six credit hours), ideally during their sophomore year.
- Students cannot fulfill the 6-hour requirement by taking both GHS209 “Revolutionary Europe and Nigeria” and GHS203 “Contemporary Europe” due to an overlap in the material. Any other combination of courses is allowed.

### ***GHS Course Topics***

- GHS201— “South Asian Civilizations”
- GHS202— “Postcolonial Studies: The Caribbean”
- GHS203— “Modernizing and Contemporary Europe”
- GHS204— “Frontiers in Latin America”
- GHS205— “East Asian Interactions”
- GHS206— “Resistance and Reaction: Colonialism and Post-Colonialism in Africa”
- GHS207— “Resistance and Rights: Global Women”
- GHS208— “China and the Islamic Middle East”
- GHS209— “Revolutionary Europe and Nigeria”

## **ADVISORY COMMITTEE**

The GHS Advisory Committee consists of faculty members representing each of the GHS course offerings (GHS201-209). Faculty members teaching in each of the GHS courses are invited to select a representative at the beginning of each academic year. As such, the faculty members on the Advisory Committee each represent one GHS course. The committee meets monthly during the fall and spring semesters.

Responsibilities of the committee include:

- Attending committee meetings
- Advising the Faculty Director of GHS
- Discussing curricular issues related to GHS
- Reviewing new course proposals
- Assisting in assessment
- Helping build and sustain the GHS community

## **CURRICULUM**

### ***Course proposal process:***

Proposals are due one month before the Core Curriculum Committee deadlines (for courses being offered the next summer or fall semester: November 1, and for courses being offered the next spring semester: March 1). As such, deadlines for the GHS Advisory Committee are October 1 and February 1. The course approval process occurs through the following:

1. Proposals for new GHS courses are to be sent electronically to the Core Curriculum Program Coordinator, who: 1) puts them in the Proposals Pending Area Committee Approval folder under the GHS sub-folder and 2) notifies the GHS Director that a course proposal is pending.
2. The course proposal is discussed by the GHS committee. The proposal can be approved, approved pending revision, or denied.
3. The GHS Director communicates with the faculty member submitting the course proposal regarding the status of the proposal. If approved pending revision or denied, the GHS Director communicates to the faculty member the reasons why, with suggestions, if appropriate, for revising the proposal. If approved, the GHS Director submits the course proposal to the Core Curriculum Committee (CCC) through the Core Curriculum Program Coordinator who will: 1) move the course proposal into the Proposals Pending CCC Approval folder on Moodle, and 2) notify the chair of the CCC that a course proposal is pending.
4. The CCC receives the recommendation from the GHS committee and may approve, approve pending revision, or deny the proposal. The CCC chair communicates the status of the course proposal to the GHS Director, the Core Curriculum Program Coordinator, and the Registrar. The GHS Director then communicates the status of the proposal to the faculty member. Approved proposals are placed in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle. If approved pending revision or denied, the CCC chair communicates to the GHS Director the reasons why and returns the proposal for appropriate action and possible resubmission to the CCC.
5. The Registrar will notify the University Community by e-mail of approved courses, which will be available for review in the Proposals Published for Final Approval Review folder on the CCC site on Moodle for 15 days from the notification date. Objections or questions about published approved course proposals should be addressed to the chair of the CCC. The CCC will work with the appropriate area committee to attempt to resolve the difficulties. If resolved, then the course proposal will stand for a subsequent 15-day review. Approved courses standing without objection for the 15-day review period will be added to the Core.
6. After the 15-day review period, the approved Core course proposal is moved by the Core Curriculum Program Coordinator to the Completed Business folder on the Core Curriculum site on Moodle.

***Elements of a Successful Proposal:***

- The course should be consistent with the Student Learning Objectives for Global and Historical Studies.
- The curricular offerings as a whole should focus primarily on non-Western cultures.

- The course should be interdisciplinary in content and approach and taught by faculty in different disciplines, either as a team-taught course, or with individual instructors in separate sections of the course.
- The course should be in some measure global and comparative, and should include but not be limited to a regional or thematic focus.
- There should be at least three faculty members prepared to teach each course, though not necessarily all during the same semester. (For pilots, at least two faculty members should pilot the course).
- Each course should include some common extracurricular programming such as lectures, films, cultural events, and experiential learning opportunities that enrich the content of the course.
- Each course should build upon the objectives and skills of the First-Year Seminar. Courses should be primarily discussion-based, and demand that students engage the course texts and ideas through reading, writing and speaking.

## **ASSESSMENT**

### ***Learning Objectives*** (Revised from Core Document in 2008):

- To employ a conceptual framework for Global and Historical studies which appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another.
- To draw on a variety of sources and disciplines - including the arts, the humanities and the social and natural sciences.
- To recognize both the benefits and challenges of living in a culturally diverse and increasingly globalized world.
- To continue development of skills of expository writing.

### ***Learning Outcomes used for Assessment***

- Students will practice employing a conceptual framework for global and historical studies which appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another.
- Students will approach the topic from a variety of sources and disciplines - including the arts, the humanities and the social and natural sciences.
- Students will understand the benefits and challenges of living in a culturally diverse and increasingly globalized world
- Students will continue development of skills of expository writing

### ***Corresponding University Outcomes***

- Students will explore a variety of cultures. (Cognitive – “Know”)
- Students will appreciate diverse cultures, ethnicities, religions and sexual orientations. (Affective – “Value”)
- Students will make informed, rational and ethical choices. (Psychomotor – “Do”)

### ***Corresponding IDEA Outcomes***

- #1 Important. Gaining factual knowledge (terminology, classifications, methods, trends).
- #7 Essential. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

### **ASSESSMENT PROCESS & TIMELINE**

The Assessment Process and the Roles of Directors and OIRA: Area directors and their advisories are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

Direct and Indirect Data: Direct data consists of examples of student work (artifacts) that address the student learning outcomes established for each area of the Core. Direct data is assessed for evidence of the meeting of established student learning outcomes. Indirect data consists of student surveys (such as the IDEA survey) that measures student perceptions of their learning. Assessment in the Core Curriculum consists of the collection, evaluation and comparison of both direct and indirect data.

#### Assessment Timeline:

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.
- Faculty are made aware of the assessment process.
- If applicable, corresponding IDEA items for evaluation.
- If applicable, the previous year's assessment report is provided, along with any specific recommendations.
- If applicable, the dates of development and assessment events planned for the semester.
- If applicable, ensure pre- surveys or pre-exams are completed.
- If applicable, request the course syllabus.

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with

instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

Each Director works with OIRA to ensure a usable sample size will be available for the assessment.

Each Director is responsible for locating faculty to participate in Assessfest!, which shall normally take place on the Monday and Tuesday following graduation in the Spring. The following Wednesday is reserved for workshops in conjunction with Assessfest!

During Assessfest, pairs of faculty members read and score student artifacts using rubrics. Syllabi may also be reviewed during this time. OIRA will provide score sheets and instructions to faculty. It is especially important that (1) artifacts not be scored if it is determined that they do not meet the learning outcomes and (2) if a pair of faculty disagree about whether or not the learning outcomes are met, a third opinion should be sought and that third opinion shall determine whether or not the items are scored. Items not deemed assessable shall be replaced for the purpose of the assessment (however the status of non-assessable items should be recorded).

Following Assessfest each Director will work with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA will produce both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

Assessment Rubrics and Reports: The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page (Organizations, OIRA\_Acad).

## **THE AREAS OF INQUIRY**

### **AREA 1 (PCA, SW, TI)**

#### **ADVISORY COMMITTEE**

The Advisory Committee, as it is now constituted, consists of full-time faculty teaching in the PCA, SW and TI areas.

Responsibilities of the committee include:

- advising the area director
- review of course proposals
- discussing and voting on changes in policy and learning outcomes as they arise
- assisting in assessment
- assisting with faculty development activities

The advisory committee also meets roughly once a month during the fall and spring semesters to discuss matters of policy and plan for assessment.

The committee will work with other faculty development organizations on campus to plan and carry out events that utilize assessment data in the interest of improving pedagogy and student learning.

# PERSPECTIVES IN THE CREATIVE ARTS

## MISSION/PURPOSE

Courses in Perspectives in the Creative Arts develop cognitive and affective appreciation for the process and products of artistic creation. Students participate actively in the creation of an artistic product and reflect on the nature and sources of aesthetic value. Through such production and reflection, we expect students to develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts.

## POLICIES

### *AP/IB Credit:*

- Please visit the Registration and Records website for more information.

### *Transfer Credit:*

- Proposed PCA courses at Butler, and proposed equivalencies for transfer credit, must include participation in the production of a creative product as an essential element in PCA courses, which excludes many standard courses on art or music history. Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

### *Exemptions:*

- Exemption after successful completion of at least 9 hours in the arts, including art; dance; theatre; music; digital media production; recording industry studies; or creative writing.

### *Permission Number Requests:*

- Permission numbers for PCA courses in dance, music, art and theatre are managed by the Associate Dean of JCA. Permission numbers for PCA courses in English are managed by the chair of the English department.

## CURRICULUM

### *Course Proposal Process*

Proposals are due one month before the Core Curriculum Committee deadlines (for courses being offered the next summer or fall semester: November 1, and for courses being offered the next spring semester: March 1). As such, deadlines for the Area 1 Advisory Committee are October 1 and February 1. The course approval process occurs through the following:

1. Core course proposals are sent electronically to the Core Curriculum Program Coordinator, who: 1) puts them in the Proposals Pending Area Committee Approval folder under the Area 2 sub-folder, and 2) notifies the Area 1 committee coordinator that a course proposal is pending.
2. The course proposal is discussed by the Area 1 committee. The proposal can be approved, approved pending revision, or denied.
3. The Area 1 committee coordinator communicates with the faculty member submitting the course proposal regarding the status of the proposal. If approved pending revision or denied, the Area 1 committee coordinator communicates to the faculty member the reasons why, with suggestions, if appropriate, for revising the proposal. If approved, the Area 1 committee coordinator submits the course proposal to the Core Curriculum Committee (CCC) through the Core Curriculum Program Coordinator who will: 1) move the course proposal into the Proposals Pending CCC Approval folder on Moodle, and 2) notify the chair of the CCC that a course proposal is pending.
4. The CCC receives the recommendation from the Area 1 committee and may approve, approve pending revision, or deny the proposal. The CCC chair communicates the status of the course proposal to the Area 1 committee coordinator, the Core Curriculum Program Coordinator, and the Registrar. The Area 1 committee coordinator then communicates the status of the proposal to the faculty member. Approved proposals are placed in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle. If approved pending revision or denied, the CCC chair communicates to the Area 1 committee coordinator the reasons why and returns the proposal for appropriate action and possible resubmission to the CCC.
5. The Registrar will notify the University Community by e-mail of approved courses, which will be available for review in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle for 15 days from the notification date. Objections or questions about published approved course proposals should be addressed to the chair of the CCC. The CCC will work with the appropriate area committee to attempt to resolve the difficulties. If resolved, then the course proposal will stand for a subsequent 15-day review. Approved courses standing without objection for the 15-day review period will be added to the Core.
6. After the 15-day review period, the approved Core course proposal is moved by the Core Curriculum Program Coordinator to the Completed Business folder on the Core Curriculum site on Moodle.

## ASSESSMENT

### *Learning Objectives*

- To develop cognitive and affective appreciation for the process and products of artistic creation.
- To participate actively in the creation of an artistic product.
- To reflect on the nature and sources of aesthetic value.
- To develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts.

The fourth is aspirational, but the first three translate naturally into measurable student learning outcomes. Participation in the creation of an artistic product can be determined in most instances from course syllabuses, with audio/visual evidence collected if needed. The first and third objective are measurable and each semester, indirect data will be gathered from students in PCA courses using an online survey, which asks: How much has your appreciation and understanding of the arts, and the creation of the arts, grown and changed as a result of taking this course? This is followed by an open-ended question asking students how the course has impacted their understanding and appreciation of the arts.

### *Learning Outcomes used for Assessment*

- Student will develop cognitive and affective appreciation for the process and products of artistic creation.
- Students will participate actively in the creation of an artistic product.
- Students will reflect on the nature and sources of aesthetic value.

### *Corresponding University Outcomes*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “do”)
- Students will be exposed to the value of lifelong learning. (Affective – “Value”)

### *Corresponding IDEA Outcomes*

- #6 Essential. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.).
- #7 Essential. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).

## **ASSESSMENT PROCESS & TIMELINE**

The Assessment Process and the Roles of Directors and OIRA: Area directors and their advisories are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

Direct and Indirect Data: Direct data consists of examples of student work (artifacts) that address the student learning outcomes established for each area of the Core. Direct data is assessed for evidence of the meeting of established student learning outcomes. Indirect data consists of student surveys (such as the IDEA survey) that measures student perceptions of their learning. Assessment in the Core Curriculum consists of the collection, evaluation and comparison of both direct and indirect data.

### Assessment Timeline:

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.
- Faculty are made aware of the assessment process.
- If applicable, corresponding IDEA items for evaluation.
- If applicable, the previous year's assessment report is provided, along with any specific recommendations.
- If applicable, the dates of development and assessment events planned for the semester.
- If applicable, ensure pre- surveys or pre-exams are completed.
- If applicable, request the course syllabus.

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

Each Director works with OIRA to ensure a usable sample size will be available for the assessment.

Each Director is responsible for locating faculty to participate in Assessfest!, which shall normally take place on the Monday and Tuesday following graduation in the Spring. The following Wednesday is reserved for workshops in conjunction with Assessfest!

During Assessfest, pairs of faculty members read and score student artifacts using rubrics. Syllabi may also be reviewed during this time. OIRA will provide score sheets and instructions to faculty. It is especially important that (1) artifacts not be scored if it is determined that they do not meet the learning outcomes and (2) if a pair of faculty disagree about whether or not the learning outcomes are met, a third opinion should be sought and that third opinion shall determine whether or not the items are scored. Items not deemed assessable shall be replaced for the purpose of the assessment (however the status of non-assessable items should be recorded).

Following Assessfest each Director will work with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA will produce both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

Assessment Rubrics and Reports: The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page (Organizations, OIRA\_Acad).

# SOCIAL WORLD

## MISSION/PURPOSE

In The Social World, students study selected questions about human beings and the social, cultural, economic and political world in which they are embedded. They develop an understanding of the variety of quantitative and/or qualitative research methods social scientists use to study the social world. And students enhance their ability to discern the social, scientific and ethical dimensions of issues in the social world, and to understand the interaction between a society's values and its definition of social problems.

## POLICIES

### *AP/IB Credit:*

- Please visit the Registration and Records website for more information.

### *Transfer Credit:*

- Determinations about transfer credit are made by the chair of the closest corresponding course (e.g. the chair of sociology makes the decision about sociology courses proposed for transfer to Butler). Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

### *Exemptions:*

- Exemption after successful completion of at least 9 hours in the social sciences, including anthropology; education; international studies; journalism; organizational communication & leadership; media, rhetoric & culture; strategic communication; political science; sociology; economics; psychology; STS; or communication sciences & disorders.

### *Permission Numbers:*

- Permission numbers for SW courses are managed by the chair of the department affiliated with the course (e.g. the chair of sociology would determine whether to issue permission into a full section of SW 200-SO).

## CURRICULUM

### *Course Proposal Process*

Proposals are due one month before the Core Curriculum Committee deadlines (for courses being offered the next summer or fall semester: November 1, and for courses being offered the next spring semester: March 1). As such, deadlines for the Area 1 Advisory Committee are October 1 and February 1. The course approval process occurs through the following:

1. Core course proposals are sent electronically to the Core Curriculum Program Coordinator, who: 1) puts them in the Proposals Pending Area Committee

Approval folder under the Area 2 sub-folder, and 2) notifies the Area 1 committee coordinator that a course proposal is pending.

2. The course proposal is discussed by the Area 1 committee. The proposal can be approved, approved pending revision, or denied.
3. The Area 1 committee coordinator communicates with the faculty member submitting the course proposal regarding the status of the proposal. If approved pending revision or denied, the Area 1 committee coordinator communicates to the faculty member the reasons why, with suggestions, if appropriate, for revising the proposal. If approved, the Area 1 committee coordinator submits the course proposal to the Core Curriculum Committee (CCC) through the Core Curriculum Program Coordinator who will: 1) move the course proposal into the Proposals Pending CCC Approval folder on Moodle, and 2) notify the chair of the CCC that a course proposal is pending.
4. The CCC receives the recommendation from the Area 1 committee and may approve, approve pending revision, or deny the proposal. The CCC chair communicates the status of the course proposal to the Area 1 committee coordinator, the Core Curriculum Program Coordinator, and the Registrar. The Area 1 committee coordinator then communicates the status of the proposal to the faculty member. Approved proposals are placed in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle. If approved pending revision or denied, the CCC chair communicates to the Area 1 committee coordinator the reasons why and returns the proposal for appropriate action and possible resubmission to the CCC.
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6. After the 15-day review period, the approved Core course proposal is moved by the Core Curriculum Program Coordinator to the Completed Business folder on the Core Curriculum site on Moodle.

## ASSESSMENT

### *Learning Objectives*

- To study selected questions about human beings and the social, cultural, economic and political world in which they are embedded.
- To develop an understanding of the variety of quantitative and qualitative research methods social scientists use to study the social world.
- To develop the ability to discern the social, scientific and ethical dimensions of issues in the social world, and to understand the interaction between a society's values and its definition of social problems.

### *Learning Outcomes used for Assessment*

- Student will study selected questions about human beings in the social, cultural, economic and/or political world in which they are embedded.
- Students will develop an understanding of the variety of quantitative and/or qualitative research methods social scientists use to study the social world.
- Students will develop the ability to discern the social, scientific and ethical dimensions of issues in the social world, and
- Students will understand the interaction between a society's values and its definitions of social problems.

### *Corresponding University Outcomes*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)
- Students will make informed, rational and ethical choices. (Psychomotor – “do”)

### *Corresponding IDEA Outcomes*

- #2 Essential. Learning fundamental principles, generalizations, or theories.
- #3 Important. Learning to apply course material (to improve thinking, problem solving, and decision).
- #11 Important. Learning to analyze and critically evaluate ideas, arguments, and points of view.

## **ASSESSMENT PROCESS & TIMELINE**

The Assessment Process and the Roles of Directors and OIRA: Area directors and their advisories are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

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### Assessment Timeline:

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.
- Faculty are made aware of the assessment process.
- If applicable, corresponding IDEA items for evaluation.
- If applicable, the previous year's assessment report is provided, along with any specific recommendations.
- If applicable, the dates of development and assessment events planned for the semester.
- If applicable, ensure pre- surveys or pre-exams are completed.
- If applicable, request the course syllabus.

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

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Following Assessfest each Director will work with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA will produce both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

Assessment Rubrics and Reports: The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page (Organizations, OIRA\_Acad).

## **TEXTS AND IDEAS**

### **MISSION/PURPOSE**

Texts and Ideas engages students in reading, writing and discussion about important ideas drawn from the study of important texts in a variety of areas — including, among others, literary texts, dramatic texts, sacred texts, historical texts, philosophical texts and scientific texts. Through such engagement, students develop capacities for argument, interpretation and aesthetic appreciation through engagement with these texts and their ideas.

### **POLICIES**

#### ***AP/IB Credit:***

- Please visit the Registration and Records website for more information.

#### ***Transfer Credit:***

- Determinations about transfer credit are made by the chair of the closest corresponding course (e.g. the chair of religion makes the decision about religion courses proposed for transfer to Butler to meet the Texts and Ideas requirement). In the event that there is no corresponding discipline, the chair of English will be asked to make the decision because of the focus on writing and literature. Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

#### ***Exemptions:***

- Exemption after successful completion of at least 9 hours in the humanities, including most English; history; philosophy; religion; or literature courses taught in classical and modern languages.

## **CURRICULUM**

### ***Course Proposal Process***

Proposals are due one month before the Core Curriculum Committee deadlines (for courses being offered the next summer or fall semester: November 1, and for courses being offered the next spring semester: March 1). As such, deadlines for the Area 1 Advisory Committee are October 1 and February 1. The course approval process occurs through the following:

1. Core course proposals are sent electronically to the Core Curriculum Program Coordinator, who: 1) puts them in the Proposals Pending Area Committee Approval folder under the Area 2 sub-folder, and 2) notifies the Area 1 committee coordinator that a course proposal is pending.

2. The course proposal is discussed by the Area 1 committee. The proposal can be approved, approved pending revision, or denied.
3. The Area 1 committee coordinator communicates with the faculty member submitting the course proposal regarding the status of the proposal. If approved pending revision or denied, the Area 1 committee coordinator communicates to the faculty member the reasons why, with suggestions, if appropriate, for revising the proposal. If approved, the Area 1 committee coordinator submits the course proposal to the Core Curriculum Committee (CCC) through the Core Curriculum Program Coordinator who will: 1) move the course proposal into the Proposals Pending CCC Approval folder on Moodle, and 2) notify the chair of the CCC that a course proposal is pending.
4. The CCC receives the recommendation from the Area 1 committee and may approve, approve pending revision, or deny the proposal. The CCC chair communicates the status of the course proposal to the Area 1 committee coordinator, the Core Curriculum Program Coordinator, and the Registrar. The Area 1 committee coordinator then communicates the status of the proposal to the faculty member. Approved proposals are placed in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle. If approved pending revision or denied, the CCC chair communicates to the Area 1 committee coordinator the reasons why and returns the proposal for appropriate action and possible resubmission to the CCC.
5. The Registrar will notify the University Community by e-mail of approved courses, which will be available for review in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle for 15 days from the notification date. Objections or questions about published approved course proposals should be addressed to the chair of the CCC. The CCC will work with the appropriate area committee to attempt to resolve the difficulties. If resolved, then the course proposal will stand for a subsequent 15-day review. Approved courses standing without objection for the 15-day review period will be added to the Core.
6. After the 15-day review period, the approved Core course proposal is moved by the Core Curriculum Program Coordinator to the Completed Business folder on the Core Curriculum site on Moodle.

## **ASSESSMENT**

### ***Learning Objectives***

- To engage in reading, writing and discussion about important ideas drawn from the study of important texts in a variety of areas - including, among others, literary texts, dramatic texts, sacred texts, historical texts, philosophical texts and scientific texts.

- To develop capacities for argument, interpretation and aesthetic appreciation through engagement with these texts and ideas.

### ***Learning Outcomes used for Assessment***

- Students will engage in reading, writing, and discussion about important ideas drawn from the study of important texts – including literary texts, dramatic texts, sacred texts, historical texts, philosophical texts, and scientific texts.
- Students will develop capacities for argument, interpretation and aesthetic appreciation through engagement with these texts and ideas.

### ***Corresponding University Outcomes***

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)
- Students will communicate clearly and effectively. (Psychomotor – “do”)

### ***Corresponding IDEA Outcomes***

- #7 Essential. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).
- #8 Important. Developing a skill in expressing oneself orally or in writing.
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

## **ASSESSMENT PROCESS & TIMELINE**

The Assessment Process and the Roles of Directors and OIRA: Area directors and their advisories are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

Direct and Indirect Data: Direct data consists of examples of student work (artifacts) that address the student learning outcomes established for each area of the Core. Direct data is assessed for evidence of the meeting of established student learning outcomes. Indirect data consists of student surveys (such as the IDEA survey) that measures student perceptions of their learning. Assessment in the Core Curriculum consists of the collection, evaluation and comparison of both direct and indirect data.

### Assessment Timeline:

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.
- Faculty are made aware of the assessment process.
- If applicable, corresponding IDEA items for evaluation.
- If applicable, the previous year's assessment report is provided, along with any specific recommendations.
- If applicable, the dates of development and assessment events planned for the semester.
- If applicable, ensure pre- surveys or pre-exams are completed.
- If applicable, request the course syllabus.

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

Each Director works with OIRA to ensure a usable sample size will be available for the assessment.

Each Director is responsible for locating faculty to participate in Assessfest!, which shall normally take place on the Monday and Tuesday following graduation in the Spring. The following Wednesday is reserved for workshops in conjunction with Assessfest!

During Assessfest, pairs of faculty members read and score student artifacts using rubrics. Syllabi may also be reviewed during this time. OIRA will provide score sheets and instructions to faculty. It is especially important that (1) artifacts not be scored if it is determined that they do not meet the learning outcomes and (2) if a pair of faculty disagree about whether or not the learning outcomes are met, a third opinion should be sought and that third opinion shall determine whether or not the items are scored. Items not deemed assessable shall be replaced for the purpose of the assessment (however the status of non-assessable items should be recorded).

Following Assessfest each Director will work with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same

report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA will produce both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

Assessment Rubrics and Reports: The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page (Organizations, OIRA\_Acad).

## **AREA 2 (AR, NW, PWB)**

### **ADVISORY COMMITTEE**

The Advisory Committee, as it is now constituted, consists of full-time faculty teaching in the AR (1 faculty member), NW (three faculty from different areas) and PWB (1 faculty member).

Responsibilities of the committee include:

- advising the area director
- review of course proposals
- discussing and voting on changes in policy and learning outcomes as they arise
- assisting in assessment
- assisting with faculty development activities

The advisory committee also meets roughly once a month during the fall and spring semesters to discuss matters of policy and plan for assessment.

The committee will work with other faculty development organizations on campus to plan and carry out events that utilize assessment data in the interest of improving pedagogy and student learning.

# ANALYTICAL REASONING

## MISSION/PURPOSE

Analytical Reasoning courses assist students in developing capacities for quantitative and analytic reasoning, and their central place in natural and social sciences in particular, and personal and public life in general.

## POLICIES

### *AP/IB Credit:*

- Please visit the Registration and Records website for more information.

### *Transfer Credit:*

- Determinations about transfer credit are made by the chair of the closest corresponding course (e.g. the chair of sociology makes the decision about sociology courses proposed for transfer to Butler). Current students can obtain a Request for Approval of Transfer Credit for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

### *Exemptions:*

- Exemption after successful completion of at least 5 hours of mathematics or computer sciences courses above algebra and pre-calculus; students in professional colleges (COPHS or COB) with college mathematics requirements.

## CURRICULUM

### *Course proposal process:*

Proposals are due one month before the Core Curriculum Committee deadlines (for courses being offered the next summer or fall semester: November 1, and for courses being offered the next spring semester: March 1). As such, deadlines for the Advisory Committee are October 1 and February 1. The course approval process occurs through the following:

1. Proposals for new AR courses are to be sent electronically to the Core Curriculum Program Coordinator, who: 1) puts them in the Proposals Pending Area Committee Approval folder under the Area 2 sub-folder and 2) notifies the Area 2 Coordinator that a course proposal is pending.
2. The course proposal is discussed by the Area 2 committee. The proposal can be approved, approved pending revision, or denied.

3. The Area 2 Coordinator communicates with the faculty member submitting the course proposal regarding the status of the proposal. If approved pending revision or denied, the Coordinator communicates to the faculty member the reasons why, with suggestions, if appropriate, for revising the proposal. If approved, the Coordinator submits the course proposal to the Core Curriculum Committee (CCC) through the Core Curriculum Program Coordinator who will: 1) move the course proposal into the Proposals Pending CCC Approval folder on Moodle, and 2) notify the chair of the CCC that a course proposal is pending.
4. The CCC receives the recommendation from the Area 2 committee and may approve, approve pending revision, or deny the proposal. The CCC chair communicates the status of the course proposal to the Area 2 Coordinator, the Core Curriculum Program Coordinator, and the Registrar. The Area 2 Coordinator then communicates the status of the proposal to the faculty member. Approved proposals are placed in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle. If approved pending revision or denied, the CCC chair communicates to the GHS Director the reasons why and returns the proposal for appropriate action and possible resubmission to the CCC.
5. The Registrar will notify the University Community by e-mail of approved courses, which will be available for review in the Proposals Published for Final Approval Review folder on the CCC site on Moodle for 15 days from the notification date. Objections or questions about published approved course proposals should be addressed to the chair of the CCC. The CCC will work with the appropriate area committee to attempt to resolve the difficulties. If resolved, then the course proposal will stand for a subsequent 15-day review. Approved courses standing without objection for the 15-day review period will be added to the Core.
6. After the 15-day review period, the approved Core course proposal is moved by the Core Curriculum Program Coordinator to the Completed Business folder on the Core Curriculum site on Moodle.

## **ASSESSMENT**

### ***Learning Objectives***

- To develop capacities for quantitative and analytic reasoning.
- To understand the centrality of these capacities to the natural and social sciences.
- To recognize the applications of such capacities to matters of personal and public life.

### ***Learning Outcomes used for Assessment***

- Students will demonstrate quantitative and analytical reasoning skills.
- Students will demonstrate the ability to apply quantitative and analytical reasoning skills to issues in natural or social sciences.
- Students will demonstrate the ability to explain how quantitative and analytical reasoning applies to situations in their personal or public life.

### ***Corresponding University Outcomes***

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)

### ***Corresponding IDEA Outcomes***

- #3 Essential. Learning to apply course material (to improve thinking, problem solving, and decision).
- #11 Essential. Learning to analyze and critically evaluate ideas, arguments, and points of view.

## **ASSESSMENT PROCESS & TIMELINE**

The Assessment Process and the Roles of Directors and OIRA: Area directors and their advisories are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

Direct and Indirect Data: Direct data consists of examples of student work (artifacts) that address the student learning outcomes established for each area of the Core. Direct data is assessed for evidence of the meeting of established student learning outcomes. Indirect data consists of student surveys (such as the IDEA survey) that measures student perceptions of their learning. Assessment in the Core Curriculum consists of the collection, evaluation and comparison of both direct and indirect data.

### Assessment Timeline:

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.
- Faculty are made aware of the assessment process.
- If applicable, corresponding IDEA items for evaluation.
- If applicable, the previous year's assessment report is provided, along with any specific recommendations.
- If applicable, the dates of development and assessment events planned for the semester.
- If applicable, ensure pre- surveys or pre-exams are completed.
- If applicable, request the course syllabus.

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

Each Director works with OIRA to ensure a usable sample size will be available for the assessment.

Each Director is responsible for locating faculty to participate in Assessfest!, which shall normally take place on the Monday and Tuesday following graduation in the Spring. The following Wednesday is reserved for workshops in conjunction with Assessfest!

During Assessfest, pairs of faculty members read and score student artifacts using rubrics. Syllabi may also be reviewed during this time. OIRA will provide score sheets and instructions to faculty. It is especially important that (1) artifacts not be scored if it is determined that they do not meet the learning outcomes and (2) if a pair of faculty disagree about whether or not the learning outcomes are met, a third opinion should be sought and that third opinion shall determine whether or not the items are scored. Items not deemed assessable shall be replaced for the purpose of the assessment (however the status of non-assessable items should be recorded).

Following Assessfest each Director will work with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA will produce both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

Assessment Rubrics and Reports: The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page (Organizations, OIRA\_Acad).

### Specific information for Analytical Reasoning Assessment

Direct evidence: Embedded questions on final exam. The questions will vary from course to course, but instructors should aim to have questions of a similar difficulty. Some questions should come be at the "awareness" level (i.e. relatively basic), but since "understanding" is probably actually a goal, some questions should also be aimed at the understanding level (i.e. somewhat more difficult and aimed at comprehension). Question may be a part of a pre/post exercise, but questions on the final exam are deemed necessary.

Benchmark for success is set at 70%.

Request to faculty: For the first and second SLOs (Students will demonstrate quantitative and analytical reasoning skills, and, students will demonstrate the ability to apply quantitative and analytical reasoning skills to issues in natural or social sciences.), please identify a couple of questions on your final exam that meet these goals; i.e. questions that can demonstrate a student's understanding of quantitative and analytical reasoning skills. They can be multiple choice or open response items. Faculty should provide an intended response so that the assessment committee can evaluate each students' responses.

For SLO three (students will demonstrate the ability to explain how quantitative and analytical reasoning applies to situations in their personal or public life) ask an open ended question on your final exam that simply states, "provide an example of a real life situation in which you applied material from this course to your own life or an example of a real life situation in which you could apply material from this course to your own life."

Items will be scored by the assessment committee using the following rubric:

- 4- correct, the intended response, complete and accurate.
- 3- more correct than wrong, most elements are in place but there are some inaccuracies or omissions.
- 2- more wrong than correct: a legitimate attempt at completing the item, but major fallacies or inaccuracies.
- 1- wrong; fails to adequately address the question or item.
- 0- fails to respond.

Benchmark for success is set at 70% for multiple choice or an average score of 3 or higher for qualitative responses.

Indirect Evidence: The assessment committee will request syllabi for the all AR courses taught during the assessment cycle period. The syllabi will be examined for course two major components. First, the SLOs for AR must be listed in the syllabus. Second, the syllabi will be analyzed with respect to course exercises that address that SLOs.

The instructor will include on the final exam a set of content questions used for assessment of SLO 1 and SLO2 and a free response question used for assessment of SLO3. After the exam is given, instructors should copy the assessment portion of the exams for the student sample and return them to OIRA along with an answer key for the content questions and free response question.

## NATURAL WORLD

### MISSION/PURPOSE

In Natural World courses, students gain awareness of some significant scientific theories and achievements, and learn to recognize how they are related both to other areas of science and to our understanding of broader societal issues. Our students develop an understanding of the methods of natural science and a capacity to reason scientifically. Since these are courses that require a lab component, students experience first-hand the scientific process method through discovery-based learning.

### POLICIES

#### *AP/IB Credit:*

- Please visit the Registration and Records website for more information.

#### *Transfer Credit:*

- Determinations about transfer credit are made by the chair of the closest corresponding course (e.g. the chair of chemistry makes the decision about chemistry courses proposed for transfer to Butler). In the event that there is no corresponding discipline, the Area 2 Coordinator will be asked to make the decision. Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

#### *Exemptions:*

- Exemption after successful completion of at least 8 hours of laboratory science.

#### *Permission Numbers:*

- Permission numbers for NW courses are managed by the chair of the department affiliated with the course (e.g. the chair of biology would determine whether to issue permission into a full section of NW 200-BI).

#### *Variance:*

- For change of major. A course taken in good faith (e.g. CH105) and then a change of major out of the exempt area of inquiry would allow a variance.

## CURRICULUM

### *Course proposal process:*

Proposals are due one month before the Core Curriculum Committee deadlines (for courses being offered the next summer or fall semester: November 1, and for courses being offered the next spring semester: March 1). As such, deadlines for the Area 2

Advisory Committee are October 1 and February 1. The course approval process occurs through the following:

1. Proposals for new NW courses are to be sent electronically to the Core Curriculum Program Coordinator, who: 1) puts them in the Proposals Pending Area Committee Approval folder under the Area 2 sub-folder and 2) notifies the Area 2 Coordinator that a course proposal is pending.
2. The course proposal is discussed by the advisory committee. The proposal can be approved, approved pending revision, or denied.
3. The Area 2 Coordinator communicates with the faculty member submitting the course proposal regarding the status of the proposal. If approved pending revision or denied, the Area 2 Coordinator communicates to the faculty member the reasons why, with suggestions, if appropriate, for revising the proposal. If approved, the Area 2 Coordinator submits the course proposal to the Core Curriculum Committee (CCC) through the Core Curriculum Program Coordinator who will: 1) move the course proposal into the Proposals Pending CCC Approval folder on Moodle, and 2) notify the chair of the CCC that a course proposal is pending.
4. The CCC receives the recommendation from the Area 2 committee and may approve, approve pending revision, or deny the proposal. The CCC chair communicates the status of the course proposal to the Area 2 Coordinator, the Core Curriculum Program Coordinator, and the Registrar. The Area 2 Coordinator then communicates the status of the proposal to the faculty member. Approved proposals are placed in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle. If approved pending revision or denied, the CCC chair communicates to the GHS Director the reasons why and returns the proposal for appropriate action and possible resubmission to the CCC.
5. The Registrar will notify the University Community by e-mail of approved courses, which will be available for review in the Proposals Published for Final Approval Review folder on the CCC site on Moodle for 15 days from the notification date. Objections or questions about published approved course proposals should be addressed to the chair of the CCC. The CCC will work with the appropriate area committee to attempt to resolve the difficulties. If resolved, then the course proposal will stand for a subsequent 15-day review. Approved courses standing without objection for the 15-day review period will be added to the Core.
6. After the 15-day review period, the approved Core course proposal is moved by the Core Curriculum Program Coordinator to the Completed Business folder on the Core Curriculum site on Moodle.

## ASSESSMENT

### *Learning Objectives*

- To gain awareness of some significant scientific theories and achievements, and to recognize how they are related both to other areas of science and to our understanding of broader societal issues.
- To develop an understanding of the methods of natural science and a capacity to reason scientifically.
- To experience first-hand the scientific process method through discovery-based learning.

### *Learning Outcomes used for Assessment*

- Students will demonstrate content knowledge.
- Students will demonstrate the ability to explain how knowledge of scientific theories guide society's understanding of broader societal issues.
- Students will experience the methods of science including implementation of the scientific method, data collection, data analysis, and the interpretation of data.

### *Corresponding University Outcomes*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. (Cognitive – “know”)
- Students will recognize the relationship between the natural world and broader societal issues. (Cognitive – “know”)

### *Corresponding IDEA Outcomes*

- #2 Essential. Learning fundamental principles, generalizations, or theories.
- #3 Essential. Learning to apply course material (to improve thinking, problem solving, and decision).

## ASSESSMENT PROCESS & TIMELINE

The Assessment Process and the Roles of Directors and OIRA: Area directors and their advisories are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

Direct and Indirect Data: Direct data consists of examples of student work (artifacts) that address the student learning outcomes established for each area of the Core. Direct data is assessed for evidence of the meeting of established student learning outcomes. Indirect data consists of student surveys (such as the IDEA survey) that measures student perceptions of their learning. Assessment in the Core Curriculum consists of the collection, evaluation and comparison of both direct and indirect data.

Assessment Timeline:

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.
- Faculty are made aware of the assessment process.
- If applicable, corresponding IDEA items for evaluation.
- If applicable, the previous year's assessment report is provided, along with any specific recommendations.
- If applicable, the dates of development and assessment events planned for the semester.
- If applicable, ensure pre- surveys or pre-exams are completed.
- If applicable, request the course syllabus.

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

Each Director works with OIRA to ensure a usable sample size will be available for the assessment.

Each Director is responsible for locating faculty to participate in Assessfest!, which shall normally take place on the Monday and Tuesday following graduation in the Spring. The following Wednesday is reserved for workshops in conjunction with Assessfest!

During Assessfest, pairs of faculty members read and score student artifacts using rubrics. Syllabi may also be reviewed during this time. OIRA will provide score sheets and instructions to faculty. It is especially important that (1) artifacts not be scored if it is determined that they do not meet the learning outcomes and (2) if a pair of faculty disagree about whether or not the learning outcomes are met, a third opinion should be sought and that third opinion shall determine whether or not the items are scored. Items

not deemed assessable shall be replaced for the purpose of the assessment (however the status of non-assessable items should be recorded).

Following Assessfest each Director will work with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA will produce both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

Assessment Rubrics and Reports: The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page (Organizations, OIRA\_Acad).

### Specific Information for Natural World Assessment

Direct evidence: Embedded questions on final exam. The questions will vary from course to course, but instructors should aim to have questions of a similar difficulty. Some questions should come be at the "awareness" level (i.e. relatively basic), but since "understanding" is probably actually a goal, some questions should also be aimed at the understanding level (i.e. somewhat more difficult and aimed at comprehension). Question may be a part of a pre/post exercise, but questions on the final exam are deemed necessary.

Benchmark for success is set at 70%.

Request to faculty: For the first SLO (To gain awareness of some significant scientific theories and achievements, and to recognize how they are related both to other areas of science and to our understanding of broader societal issues), please identify a couple of questions on your final exam that meet this goal; i.e. questions that evaluate students' understanding of significant theories in the particular area of the natural sciences for your course. They can be multiple choice or open response items. Faculty should provide an intended response so that the assessment committee can evaluate each students' responses.

Items will be scored by the assessment committee using the following rubric:

4- correct, the intended response, complete and accurate.

3- more correct than wrong, most elements are in place but there are some inaccuracies or omissions.

2- more wrong than correct: a legitimate attempt at completing the item, but major fallacies or inaccuracies.

1- wrong; fails to adequately address the question or item.  
0- fails to respond.

Benchmark for success is set at 70% at scored at 3 or 4.

Indirect Evidence: The assessment committee will request syllabi for the all NW courses taught during the assessment cycle period. The syllabi will be examined for course two major components. First, the SLO for NW must be listed in the syllabus. Second, the syllabi will be analyzed with respect to course exercises that address SLO's 2 and 3 (To develop an understanding of the methods of natural science and a capacity to reason scientifically. To experience first-hand the scientific process method through discovery-based learning.) Examples of exercises that would meet SLO 2 might include an exercise on the scientific method or descriptive methods. Examples that would meet SLO 3 would include labs that collect and analyze data.

The instructor will include on the final exam a set of content questions used for assessment of SLO 1 and a free response question used for assessment of SLO2. After the exam is given, instructors should copy the assessment portion of the exams for the student sample and return them to OIRA along with an answer key for the content questions and free response question.

## PHYSICAL WELL BEING

### MISSION/PURPOSE

To increase awareness of the centrality of health and wellness for pursuit of a good life, students complete a course in Physical Well-Being. In so doing, they are encouraged to develop life-long habits of good health and physical activity.

### POLICIES

#### *AP/IB Credit:*

- Please visit the Registration and Records website for more information.

#### *Transfer Credit:*

- Transfer credit can be awarded for this area. Standard transfer credit approval is accomplished through Registration and Records through consultation with the program coordinator for Human Movement and Health Science Education.
- Current students can obtain a Request for Approval of Transfer Credit for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

#### *Exemptions/Waivers*

- There are no exemptions or waivers for PWB. Student athletes may fulfill the requirement through approved registration in PWB sections designed specifically for student athletes.
- For students with physical disabilities, SDS will work individually with instructors to adapt the class as needed.

#### *Permission Numbers:*

- Permission numbers for PWB courses are managed by the College of Education.

#### *Taking Multiple PWB Courses*

- The current policy states that students are only permitted to take one PWB course during their Butler career. Students can inquire just prior to the start of a semester about possible enrollment if they wish to take a second PWB after having completed the requirement.
- There are no restrictions on taking additional PWB courses during the summer.

### CURRICULUM

#### *Course Proposal Process*

Proposals are due one month before the Core Curriculum Committee deadlines (for courses being offered the next summer or fall semester: November 1, and for courses being offered the next spring semester: March 1). As such, deadlines for the Area 2 Committee are October 1 and February 1.

Faculty that wish to develop new courses for Area 2 are encouraged to communicate with Area 2 coordinator for general guidance on the course development. The course approval process occurs through the following:

1. Core course proposals are sent electronically to the Core Curriculum Program Coordinator, who: 1) puts them in the Proposals Pending Area Committee Approval folder under the Area 2 sub-folder, and 2) notifies the Area 2 committee coordinator that a course proposal is pending.
2. The course proposal is discussed by the Area 2 committee. The proposal can be approved, approved pending revision, or denied.
3. The Area 2 committee coordinator communicates with the faculty member submitting the course proposal regarding the status of the proposal. If approved pending revision or denied, the Area 2 committee coordinator communicates to the faculty member the reasons why, with suggestions, if appropriate, for revising the proposal. If approved, the Area 2 committee coordinator submits the course proposal to the Core Curriculum Committee (CCC) through the Core Curriculum Program Coordinator who will: 1) move the course proposal into the Proposals Pending CCC Approval folder on Moodle, and 2) notify the chair of the CCC that a course proposal is pending.
4. The CCC receives the recommendation from the Area 2 committee and may approve, approve pending revision, or deny the proposal. The CCC chair communicates the status of the course proposal to the Area 2 committee coordinator, the Core Curriculum Program Coordinator, and the Registrar. The Area 2 committee coordinator then communicates the status of the proposal to the faculty member. Approved proposals are placed in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle. If approved pending revision or denied, the CCC chair communicates to the Area 2 committee coordinator the reasons why and returns the proposal for appropriate action and possible resubmission to the CCC.
5. The Registrar will notify the University Community by e-mail of approved courses, which will be available for review in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle for 15 days from the notification date. Objections or questions about published approved course proposals should be addressed to the chair of the CCC. The CCC will work with the appropriate area committee to attempt to resolve the difficulties. If resolved, then the course proposal will stand for a subsequent 15-day review. Approved courses standing without objection for the 15-day review period will be added to the Core.
6. After the 15-day review period, the approved Core course proposal is moved by the Core Curriculum Program Coordinator to the Completed Business folder on the Core Curriculum site on Moodle.

### ***Elements of a Successful Proposal***

A successful proposal satisfies all the required elements of the core curriculum course proposal form. Furthermore, a successful course proposal is thoughtful, innovative and relevant to Butler and/or the Indianapolis community. Perhaps a new area is introduced. The proposal articulates well with depth, breadth and detail how the course satisfies the PWB SLOs. Furthermore, a well-conceived and described assessment plan is important.

### **ASSESSMENT**

#### ***Learning Objectives***

- To develop life-long habits of good health and physical activity.
- To increase awareness of the centrality of health and wellness for pursuit of a good life.

#### ***Learning Outcomes used for Assessment***

- Students will develop skills and knowledge of a physical activity.
- Student will demonstrate the ability to explain the way health and wellness positive contribute to a good life.

#### ***Corresponding University Outcomes***

- Students will practice ways and means of physical well-being. (Psychomotor – “do”)
- Students will be exposed to the value of lifelong learning. (Affective – “value”)

#### ***Corresponding IDEA Outcomes***

- #2 Essential. Learning fundamental principles, generalizations, or theories.
- #10 Essential. Developing a clearer understanding of, and commitment to, personal values.

### **ASSESSMENT PROCESS & TIMELINE**

The Assessment Process and the Roles of Directors and OIRA: Area directors and their advisories are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

Direct and Indirect Data: Direct data consists of examples of student work (artifacts) that address the student learning outcomes established for each area of the Core. Direct data is

assessed for evidence of the meeting of established student learning outcomes. Indirect data consists of student surveys (such as the IDEA survey) that measures student perceptions of their learning. Assessment in the Core Curriculum consists of the collection, evaluation and comparison of both direct and indirect data.

#### Assessment Timeline:

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.
- Faculty are made aware of the assessment process.
- If applicable, corresponding IDEA items for evaluation.
- If applicable, the previous year's assessment report is provided, along with any specific recommendations.
- If applicable, the dates of development and assessment events planned for the semester.
- If applicable, ensure pre- surveys or pre-exams are completed.
- If applicable, request the course syllabus.

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

Each Director works with OIRA to ensure a usable sample size will be available for the assessment.

Each Director is responsible for locating faculty to participate in Assessfest!, which shall normally take place on the Monday and Tuesday following graduation in the Spring. The following Wednesday is reserved for workshops in conjunction with Assessfest!

During Assessfest, pairs of faculty members read and score student artifacts using rubrics. Syllabi may also be reviewed during this time. OIRA will provide score sheets and instructions to faculty. It is especially important that (1) artifacts not be scored if it is determined that they do not meet the learning outcomes and (2) if a pair of faculty disagree about whether or not the learning outcomes are met, a third opinion should be sought and that third opinion shall determine whether or not the items are scored. Items not deemed assessable shall be replaced for the purpose of the assessment (however the status of non-assessable items should be recorded).

Following Assessfest each Director will work with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA will produce both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

Assessment Rubrics and Reports: The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page (Organizations, OIRA\_Acad).

#### Specific Information for the Physical Well Being Assessment

The Area 2 Advisory subgroup for PWB set a level of 75% of the responses at level 4 or greater for a majority of questions as meeting the outcome. The first two sections of the survey (Developing lifelong habits of physical activity and Developing lifelong habits of health) are used to assess SLO1 and the last two sections (Increasing awareness of the centrality of wellness and Increasing awareness of the centrality of the pursuit of quality of life) are used to assess SLO2. In the Assessment Report include a discussion of major positive trends, as well as, a discussion of any responses that fall below the success target.

OIRA prepares *Expectations and Experiences Surveys* for distribution to PWB courses.

# BUTLER CULTURAL REQUIREMENT

## MISSION/PURPOSE

Butler University offers a rich set of cultural activities in the form of artistic performances, seminars, and public lectures that collectively comprise one of our most remarkable educational resources. The aim of the Butler Cultural Requirement (BCR) is to engage students in these valuable and exciting learning opportunities, and to encourage students to develop habits of participation in artistic and cultural events that will lead to lifelong engagement with the creative arts and public intellectual life.

**Requirement Structure:** Students must attend a total of eight cultural events in the Butler Community. Ideally these will be spread out over their time at Butler, but this is not required.

## POLICIES

### *Receiving Credit*

- In order to receive BCR credit for attending events, students must have their ID card scanned by the BCR representative both prior to the start of an event and after the end of an event. This policy was in effect 2010-2014. In 2014-2015, students were only required to scan in due to scanner limitations. The policy requiring student to scan both in and out was reimplemented in 2015-2016.
- Students must stay for the entire event to receive credit. As of fall 2016, this includes Q&A. A student who arrives late or leaves early will not receive credit for attending.
- Tickets, class assignments, eyewitnesses or other proof of attendance are not accepted in lieu of a scan of the ID.

### *Exemptions/Waivers*

- Only majors in JCA receive an exemption for the BCR. There are no variances, waivers or transfer credit available for the BCR. However, transfer students are only required to attend 1 BCR event per semester they attend Butler.

## ADVISORY COMMITTEE

3 faculty members from LAS, 1 faculty member from each other college. Committee is convened by the Faculty Director of the Core Curriculum. The committee has the right to elect its own chair.

Responsibilities of the committee: BCR proposals are received by the Core Curriculum Program Coordinator through a specially-designed BCR email account and then are forwarded to the committee. The committee deliberates electronically using the “reply all” function in email. The Core Curriculum Program Coordinator tabulates votes. A

simple majority is required for approval of a BCR event. The advisory committee also meets in person roughly once semester.

**BCR Approval Criteria:** Consistent with the BCR's purpose, the BCR Advisory Committee considers the following criteria when determining whether to approve an event for BCR credit:

- Whether the event connects the audience to an artistic experience,
- Whether the event connects the audience to a broader intellectual conversation or cultural experience that goes beyond a particular discipline or college to support the development of a liberally-educated person; and
- Whether the event promotes an intercultural or international perspective.

DEADLINES FOR SUBMISSION: 3 Weeks prior to the date of the event. No exceptions.

## ASSESSMENT

### *Learning Objectives*

- To discover that some of the most valuable and exciting learning opportunities at Butler take place outside the classroom.
- To develop habits of participation in artistic and cultural events that will lead to lifelong engagement with in the creative arts and public intellectual life.

### *Learning Outcome used for Assessment*

- Students will attend artistic and cultural events at Butler intended to enrich their overall academic experience.

### *Corresponding University Outcomes*

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive – “know”)
- Students will be exposed to the value of lifelong learning. (Affective – “value”)

### *Corresponding IDEA Outcomes\* (note IDEA forms cannot be attached to events)*

- #7 Essential. *Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.).*

Event tracking is the sole method used for assessment of the BCR.

# INDIANAPOLIS COMMUNITY REQUIREMENT

## MISSION/PURPOSE

Through community engagement, Butler University's Indianapolis Community Requirement prepares students to collaborate in their larger communities—local, regional, national, and global—while deepening their academic experience through experiential learning aimed at cultivating citizens of purpose.

## POLICIES

### *AP/IB Credit:*

- Please visit the Registration and Records website for more information.

### *Transfer Credit:*

- Transfer credit is rarely awarded and occurs only when the specific learning outcomes of the ICR have been met.

### *Exemptions:*

- There are no exemptions for ICR.

### *Waivers:*

- No waivers are granted for ICR.

### *Permission numbers:*

- Permission numbers for ICR courses are managed by the chair of the department affiliated with the course being offered.

### *Failing/Withdrawing from ICR:*

- It is possible for a student to pass a course and still fail the ICR.
- Students do not receive a grade for the ICR independent of their course grade, so **students must pass the course to satisfy the ICR component.**

### *Standard Language:*

- There are four categories of ICR:
- ICR Optional—“Students must select the “Requirement Designation” option if they wish to use this course to fulfill the Indianapolis Community Requirement through completion of at least 20 hours of engagement in a course-specific project that connects experience in the Indianapolis community with academic learning goals within the classroom
- ICR Required—This course satisfies the Indianapolis Community Requirement through completion of at least 20 hours of engagement in a course-specific project that connects experience in the Indianapolis community with academic learning goals within the classroom.

- Service-Learning Optional—Students must select the “Requirement Designation” option if they wish to use this course to fulfill the Indianapolis Community Requirement through completion of at least 20 hours of service in a course-specific project that connects experience in the Indianapolis community with academic learning goals within the classroom.
- Service-Learning Required—This course satisfies the Indianapolis Community Requirement through completion of at least 20 hours of service in a course-specific project that connects experience in the Indianapolis community with academic learning goals within the classroom.

### **SPECIFIC ADVISING ISSUES**

- ICR courses are not volunteerism and typically require more of students than they might expect from experience with high-school volunteerism. ICR courses require significant responsibility, critical reflection, and engagement.
- A minimum of **20 hours per semester** of community engagement is required to complete an ICR course. Typically, these hours will be worked at off-campus sites.
- Because of the required time commitment, students are **not advised to enroll in multiple ICR course in one semester**. Before enrolling in an ICR course, it is also recommended that students consider their other educational commitments.
- ICR courses may be taken **at any point in a student’s career**, however, students should take into account their own development and knowledge level in relation to specific course expectations.

### **WHEN SHOULD STUDENTS ENROLL IN ICR COURSES?**

- ICR courses may be taken at any time. For example, in earlier years ICR courses could help students explore and refine their educational and vocational interests. As juniors and seniors, ICR courses may help students understand the application of theories and ideas learned during work in their major.
- There is no limit to how many ICR courses a student can take, students are encouraged to start courses early and take them often. However, students are advised against taking multiple ICR or other experiential education courses in the same semester because of the time commitment.

### **FACTS**

- All Butler students are required to take at least one ICR-designated course to graduate.
- A list of all courses currently designated as satisfying the ICR can be found at by using the course search function and selecting the Course Attribute “Indianapolis Community Rqmt.” Courses can be found in all colleges.
- A number of ICR courses are available without prerequisite.

- When scheduling, the ICR component of some courses is optional. In order to receive credit for the ICR in these courses, students will need to select the appropriate “requirement designation option” when registering for the class.
- The Core Curriculum Committee approves ICR courses based on specific guidelines, and only approved courses may be used to satisfy the ICR requirement.
- ICR courses link academic learning with experiences in the Indianapolis community.

## **HOW ARE SERVICE-LEARNING AND THE ICR RELATED?**

- All service-learning courses (one model of ICR courses) satisfy the ICR requirement. Another model for ICR courses follows the SENCER paradigm (Science Education for New Civic Engagements and Responsibilities). A third model for ICR courses builds upon ethnographic research and may involve research or collection projects with individuals or communities beyond the Butler campus.
- Service learning is academic learning linked to relevant community service. It is an educational approach that engages students and enhances student learning through participation in reciprocally valuable community partnerships (for more on service-learning, see [www.butler.edu/citizenship-community](http://www.butler.edu/citizenship-community)).

## **WHY TAKE ICR COURSES?**

- ICR courses enhance student learning and foster civic mindedness by asking students to reflect on their involvement in community-based work beyond the “Butler Bubble.”
- The learning outcomes for the ICR are:
  - To have an active learning experience that integrates classroom knowledge with activities in the Indianapolis community.
  - To use the experiences gained to help students understand their relationship between themselves and the community.
  - To inspire students to further their commitment to service and ongoing involvement as community actors
- Service-learning is known to provide in-depth experiences that fully engage students in their academic work. These experiences:
  - Help students understand academic material
  - Foster development of social and personal responsibility
  - Aid students in learning intercultural competencies
  - Enhance civic learning
- Specific benefits of the ICR approach include:
  - Gives students practice and reinforcement of the skill learned in the classroom.
  - Demonstrates relevance of academic work for personal and professional development.
  - Broadens cultural understanding and increases awareness of current societal issues that are relevant to their academic interests.

- Improves interpersonal skills.
- Inspires student development and civic responsibility.
- Widens networks and affiliations within the Indianapolis Community, which is beneficial for references, internships, and job placement.
- Furthers independent learning and problem-solving skills.

## **ADVISORY COMMITTEE**

The advisory committee, ICR Faculty Fellows, is composed of full-time faculty with significant experience in civic engagement and/or service-learning. The fellowship period covers one calendar year and the application process is open to all full-time faculty.

### Responsibilities

- Review course proposals;
- Mentor faculty who are exploring the use of service-learning or other pedagogies of engagement;
- Offer leadership for collaboration among colleagues who are both experienced and novice practitioners;
- Assist with recruiting and training ICR faculty and in developing new ICR courses;
- Undertake research and assessment related to the goals of the ICR;
- Develop marketing strategies and materials related to building awareness of the ICR;
- Help build the necessary infrastructure for developing and supporting the ICR.

## **CURRICULUM**

### *Course Proposals Process*

The course review process assists faculty in integrating the ICR's pedagogical approach and developing successful proposals. As needed, fellows provide consultation and mentoring to faculty as they develop viable strategies consistent with meeting ICR student learning outcomes (SLOs). The proposal process often begins with preliminary discussions of a faculty member's learning goals and existing community partnerships or those that might be developed.

Courses must be proposed on the Indianapolis Community Requirement (ICR) Designation Proposal Form as this form asks for relevant data related to, for example, reflection practices and plans/history related to community partnerships.

Well-developed proposals are typically approved by the ICR committee and forwarded to the Core Curriculum Committee within two weeks, but the approval process can take far longer where proposals are underdeveloped.

Proposals are due one month before the Core Curriculum Committee deadlines (for courses being offered the next summer or fall semester: November 1, and for courses

being offered the next spring semester: March 1). As such, deadlines for the ICR Advisory Committee are October 1 and February 1. The course approval process occurs through the following:

1. Proposals for new ICR courses are to be sent electronically to the Core Curriculum Program Coordinator, who: 1) puts them in the Proposals Pending Area Committee Approval folder under the GHS sub-folder and 2) notifies the ICR Director that a course proposal is pending.
2. The course proposal is discussed by the ICR committee. The proposal can be approved, approved pending revision, or denied.
3. The ICR Director communicates with the faculty member submitting the course proposal regarding the status of the proposal. If approved pending revision or denied, the ICR Director communicates to the faculty member the reasons why, with suggestions, if appropriate, for revising the proposal. If approved, the ICR Director submits the course proposal to the Core Curriculum Committee (CCC) through the Core Curriculum Program Coordinator who will: 1) move the course proposal into the Proposals Pending CCC Approval folder on Moodle, and 2) notify the chair of the CCC that a course proposal is pending.
4. The CCC receives the recommendation from the ICR committee and may approve, approve pending revision, or deny the proposal. The CCC chair communicates the status of the course proposal to the ICR Director, the Core Curriculum Program Coordinator, and the Registrar. The ICR Director then communicates the status of the proposal to the faculty member. Approved proposals are placed in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle. If approved pending revision or denied, the CCC chair communicates to the ICR Director the reasons why and returns the proposal for appropriate action and possible resubmission to the CCC.
5. The Registrar will notify the University Community by e-mail of approved courses, which will be available for review in the Proposals Published for Final Approval Review folder on the CCC site on Moodle for 15 days from the notification date. Objections or questions about published approved course proposals should be addressed to the chair of the CCC. The CCC will work with the appropriate area committee to attempt to resolve the difficulties. If resolved, then the course proposal will stand for a subsequent 15-day review. Approved courses standing without objection for the 15-day review period will be added to the Core.
6. After the 15-day review period, the approved Core course proposal is moved by the Core Curriculum Program Coordinator to the Completed Business folder on the Core Curriculum site on Moodle.

### *Elements of a Successful Proposal*

All ICR experiences by definition combine academic and community-based, experiential learning. A successful proposal can take a number of forms, but successful proposals share three basic characteristics:

- 1) Strong proposals clearly articulate how the proposed alignment of academic and community-based experiences will further student learning with regard to the ICR SLOs. Particularly important in this regard is how well a given course proposes to address the second ICR SLO, with its focus on the relationship between community and the self. Course designs that meet this SLO often yield provocative ICR experiences that are integrated with disciplinary learning goals rather than courses based on passive volunteerism or community tourism. Another way of articulating this point is to say that the ICR is less about getting our students into the community and more about getting the community into students.
- 2) Strong proposals integrate substantive opportunities for student reflection about their experiences and how these articulate with academic learning.
- 3) Strong proposals build upon reciprocally-beneficial community partnerships that offer significant learning opportunities related to course content and also address community defined needs.

In order to facilitate faculty understanding of key concepts, the following definitions (which are part of the “ICR Implementation Guidelines” document) were approved by the Core Curriculum Committee in 2008.

- 1) “Active Engagement”—Engagement with the community must be sustained, substantive and reciprocal in the sense that students engage with community members in an ongoing and dialogic way. The Indianapolis community requirement is not satisfied with “one touch” encounters, electronically mediated encounters, or similar relationships where there is no opportunity for dialog and development of relationship and deepening understanding of community and community members (whether this dialog is with an individual or series of individuals).
- 2) “The Indianapolis Community”—the community with which the students engage must: a) be external to the traditional university classroom, b) provide an experience that brings the students into relationship with individuals and communities that differ from the university environment, and c) be representative of the broader populations, networks, and communities that comprise Indianapolis.
- 3) “Active Learning Experience”—An ICR course should involve one or more of the forms of experiential education (as defined by the USC) as the underlying pedagogy for the component of the course that satisfies the ICR.

4) ICR courses and/or course components should be designed with a logical and functional connection between community engagement and the learning objectives of the course.

5) The course should involve a direct strategy for furthering students' understandings of the nature of community and the relation to self, whether through class exercises, discussions, or reflection assignments that directly focus attention and dialog on students' emergent understanding of this learning objective.

6) Courses and/or course components proposed as satisfying the ICR should indicate how they help the university to achieve its mission by "providing intellectual, cultural, and artistic opportunities and leadership to Indianapolis and the surrounding areas."

7) Student experiences should involve direct contact with community members for a minimum of 20 hours over the course of the semester.

Faculty, departments, programs or colleges may also request that course models or course guidelines be approved for satisfying the ICR. This strategy may be most appropriate where existing courses/programs are being adapted such that they align with ICR learning objectives and guidelines. For example, a college may develop internship or practicum guidelines to satisfy the learning objectives of the ICR. Once approved by the USC, specific internships or practices that satisfy the guidelines will automatically satisfy the ICR.

Are courses cross-listed in this area? If so, with what courses/core requirements are classes cross-listed?

By their nature ICR courses are not stand-alone courses but are found across- the-curriculum in major courses, core courses, or elective courses that have been designated as satisfying the ICR and are distinguished by their pedagogical approach. There are a few stand-alone ICR course numbers that combine academic learning with relevant community-based experience but do not carry academic credit.

## **ASSESSMENT**

### ***Learning Objectives***

- To have an active learning experience that integrates classroom knowledge with activities in the Indianapolis community.
- To use an experience in Indianapolis to further the individual student's understanding of the nature of community and the relationship between community and the student.
- To further students' commitment to service and ongoing involvement as community actors.

### ***Learning Outcomes used for Assessment***

- Students will engage in learning that integrates academic content with significant activities alongside Indianapolis community partners. (ICR1)
- Students will connect the active learning experience to enlarge their understanding of community and public good in a pluralistic society. (ICR2)
- Students will demonstrate a commitment to ongoing community involvement and citizenship. (ICR3)

### ***Corresponding University Outcomes***

- Students will explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytical reasoning, and creative arts. (Cognitive- “know)
- Students will demonstrate collaborative behavior with others. (Psychomotor – “do”)
- Students will make informed, rational and ethical choices. (Psychomotor – “do”)
- Students will appreciate diverse cultures, ethnicities, religions and sexual orientations. (Affective – “value”)
- Students will be exposed to the value of lifelong learning. (Affective – ‘Value”)

### ***Corresponding IDEA Outcomes***

- None. Separate survey is used. Faculty are instructed to choose IDEA items based on content of course.

## **ASSESSMENT PROCESS & TIMELINE**

The Assessment Process and the Roles of Directors and OIRA: Area directors and their advisories are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

Direct and Indirect Data: Direct data consists of examples of student work (artifacts) that address the student learning outcomes established for each area of the Core. Direct data is assessed for evidence of the meeting of established student learning outcomes. Indirect data consists of student surveys (such as the IDEA survey) that measures student perceptions of their learning. Assessment in the Core Curriculum consists of the collection, evaluation and comparison of both direct and indirect data.

### **Assessment Timeline:**

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.

- Faculty are made aware of the assessment process.
- If applicable, corresponding IDEA items for evaluation.
- If applicable, the previous year's assessment report is provided, along with any specific recommendations.
- If applicable, the dates of development and assessment events planned for the semester.
- If applicable, ensure pre- surveys or pre-exams are completed.
- If applicable, request the course syllabus.

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

Each Director works with OIRA to ensure a usable sample size will be available for the assessment.

Each Director is responsible for locating faculty to participate in Assessfest!, which shall normally take place on the Monday and Tuesday following graduation in the Spring. The following Wednesday is reserved for workshops in conjunction with Assessfest!

During Assessfest, pairs of faculty members read and score student artifacts using rubrics. Syllabi may also be reviewed during this time. OIRA will provide score sheets and instructions to faculty. It is especially important that (1) artifacts not be scored if it is determined that they do not meet the learning outcomes and (2) if a pair of faculty disagree about whether or not the learning outcomes are met, a third opinion should be sought and that third opinion shall determine whether or not the items are scored. Items not deemed assessable shall be replaced for the purpose of the assessment (however the status of non-assessable items should be recorded).

Following Assessfest each Director will work with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA will produce both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

Assessment Rubrics and Reports: The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page (Organizations, OIRA\_Acad).

### Specific Information for Assessment of the Indianapolis Community Requirement

In Assessing ICR, we strive to measure the ICR learning outcomes by measuring sub-factors. These are indicated below and flagged as to whether these are measured through self-reported, survey measures "S" or objective "O" measures.

1. To have an active learning experience that integrates classroom knowledge with activities in the Indianapolis community.  
S—Awareness of Opportunities for Involvement
2. To use an experience in Indianapolis to further the individual student's understanding of the nature of community and the relationship between community and the student.  
S—Competency with Civic Discourse  
S—Competency with Critical Listening  
S—Cultural Diversity  
O—Personal and Social responsibility as related to community involvement  
O—Intercultural Competency (Ability to Collaborate with Others Across Difference)  
O—Critical Listening Competency
3. To further students' commitment to service and ongoing involvement as community actors.  
S—Intention to Serve Others/Society  
S—Commitment to Political Awareness  
O—Self-Identity: Civic Identity (includes self-reflection on responsibility and personal commitment to service.

The ICR post-then assessment instrument is distributed by CCC staff to faculty teaching ICR courses toward the end of fall and spring semesters. Typically spring assessment covers courses not taught in the fall. At the beginning of each semester, faculty teaching ICR courses are asked to keep copies of student reflection responses from the beginning and end of the semester for rubric assessment efforts.

# **SPEAKING ACROSS THE CURRICULUM**

## **MISSION/PURPOSE**

The goals of oral communication intensive courses are to strengthen students' understanding and mastery of course or discipline specific materials through oral communication; and to develop students as effective communicators (speakers and listeners) in a variety of settings relevant to their major and needs.

## **POLICIES**

### ***AP/IB Credit:***

- Please visit the Registration and Records website for more information.

### ***Transfer Credit:***

- Students may receive transfer credit but the process is difficult, as the student must show that the oral presentations were varied in nature and related to a specific field of study. Students must produce a syllabus for the course and have received a passing grade. A basic Public Speaking course does not meet the requirement. Current students can obtain a Request for Approval of Transfer Credit for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

### ***Exemptions:***

- There are no exemptions for SAC.

### ***Permission Numbers:***

- Permission numbers for ICR courses are managed by the chair of the department affiliated with the course being offered.

### ***Other Information for Advisors***

- Advisors should stress the importance of communication skills in grad school, the corporate environment, and life.

## **ADVISORY COMMITTEE**

The Advisory Committee, as it is now constituted, consists of full-time faculty teaching SAC courses. Ideally the committee has one representative from each college and libraries.

Responsibilities of the committee include:

- advising the area director
- review of course proposals
- discussing and voting on changes in policy and learning outcomes as they arise
- assisting in assessment
- assisting with faculty development activities

## **CURRICULUM**

### ***Course Proposal Process***

Proposals are due one month before the Core Curriculum Committee deadlines (for courses being offered the next summer or fall semester: November 1, and for courses being offered the next spring semester: March 1). As such, deadlines for the SAC Advisory Committee are October 1 and February 1. The course approval process occurs through the following:

1. Proposals must meet the criteria established by the committee and be filled out using the “Request for Speaking Credit” form found on Moodle.
2. Proposals for new SAC courses are to be sent electronically to the Core Curriculum Program Coordinator, who: 1) puts them in the Proposals Pending Area Committee Approval folder under the SAC sub-folder and 2) notifies the SAC Director that a course proposal is pending.
3. The course proposal is discussed by the SAC committee. The proposal can be approved, approved pending revision, or denied.
4. The SAC Director communicates with the faculty member submitting the course proposal regarding the status of the proposal. If approved pending revision or denied, the SAC Director communicates to the faculty member the reasons why, with suggestions, if appropriate, for revising the proposal. If approved, the SAC Director submits the course proposal to the Core Curriculum Committee (CCC) through the Core Curriculum Program Coordinator who will: 1) move the course proposal into the Proposals Pending CCC Approval folder on Moodle, and 2) notify the chair of the CCC that a course proposal is pending.
5. The CCC receives the recommendation from the SAC committee and may approve, approve pending revision, or deny the proposal. The CCC chair communicates the status of the course proposal to the SAC Director, the Core Curriculum Program Coordinator, and the Registrar. The SAC Director then communicates the status of the proposal to the faculty member. Approved proposals are placed in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle. If approved pending revision or denied, the CCC chair communicates to the SAC Director the reasons why and returns the proposal for appropriate action and possible resubmission to the CCC.
6. The Registrar will notify the University Community by e-mail of approved courses, which will be available for review in the Proposals Published for Final Approval Review folder on the CCC site on Moodle for 15 days from the notification date. Objections or questions about published approved course proposals should be addressed to the chair of the CCC. The CCC will work with the appropriate area committee to attempt to resolve the difficulties. If resolved, then the course proposal will stand for a subsequent 15-day review. Approved courses standing without objection for the 15-day review period will be added to the Core.

7. After the 15-day review period, the approved Core course proposal is moved by the Core Curriculum Program Coordinator to the Completed Business folder on the Core Curriculum site on Moodle.

### ***Elements of a Successful Proposal***

We look at how many assignments relate to oral communication and if there is a variety of types. This might include presentations, debates, discussion, etc. We also examine if there is an opportunity for re-do of one of the assignments. This should ideally be a re-do that involves doing the same assignment twice. It might involve going to speakers lab and then giving it in class. We might then ask for clarification on the assignments including asking the faculty member who submitted it to come to a meeting but usually this is done through email.

A course that meets the approval of the committee will have speaking as a major component of the course. It will include at least 3 speaking assignments, (of at least 2 different types) and the opportunity to re-do one of the assignments. It may or may not involve the speakers lab.

### **Criteria for a speaking intensive course or “C” course credit**

1. Course level is 300 or above.
2. Oral communication is a major part of the course
  - a. Oral communication is a significant part of learning objectives and course goals.
  - b. Based on a minimum of three significant graded assignments of which there must be at least two different types.
3. Instruction must be provided on oral communication skills as well as content
4. Feedback must be provided on oral communication skills as well as content
5. At least one assignment is revised, e.g.
  - a. The student presents a draft.
  - b. The draft could be done outside of class (such as in Speakers Lab or via a student recording of on their own).
  - c. The student receives feedback for improvement (for example, from a Speakers Lab tutor or from the instructor).
  - d. The revised presentation is presented.

### **Frequently asked questions**

Q. Must presentations, interviews, or discussions be made in class?

A. No, groups or individuals may make presentations outside of class to be graded by the instructor.

Q. Does the instructor have to be present?

A. No the students could record the presentation and submit it for review by the instructor.

Q. How long should a major presentation or discussion be?

A. A minimum of seven minutes of actual speaking time per individual is a good rule of thumb for each assignment. So each student should be graded on a minimum 20 minutes of speaking for the semester.

Q. For revision does content have to be the same?

A. No, if the process is the same (such as interviewing clients or conducting focus groups or debating an issue) and feedback is given between the assignments, then the content can vary.

Q. How do I grade oral communication?

A. Some of the competencies are similar to evaluating writing, such as purpose, organization, support and evidence. Delivery needs to be assessed and resources are available to help with assessment.

Q. What types of assignments?

A. Suggested oral communication activities include (but are not limited to)

- Informative presentations
- Conference presentations
- Oral reports
- Debates on key issues
- Panel discussions on key issues
- Briefings on course concepts
- Problem-solving discussions
- Decision-making discussions
- Persuasive presentations

Q. What resources are available?

A. The Speakers Lab. In 1996, Butler University received a grant from the Lilly Endowment to move toward establishing a Speaking Across the Curriculum program. As a first step, the department established a Speakers Lab with the goal of providing students in all disciplines with the opportunity to practice, research, organize, and review oral presentations. On a voluntary basis, a Speaking Across the Curriculum program has existed since 1996. Contact: College of Communication.

## **ASSESSMENT**

### ***Learning Objectives***

- To develop oral communication skills in the context of course- and discipline-specific materials.
- To use oral communications assignments to aid students in mastery of course- and discipline-specific content.

### ***Learning Outcome used for Assessment***

- Students will develop oral communication skills in the context of course- and discipline-specific materials.

### ***Corresponding University Outcomes***

- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will communicate clearly and effectively. (Psychomotor – “do”)

### ***Corresponding IDEA Outcomes***

- #8 Essential. Developing skills in expressing oneself orally or in writing.

## **ASSESSMENT PROCESS & TIMELINE**

The Assessment Process and the Roles of Directors and OIRA: Area directors and their advisories are charged with oversight of assessment for their respective areas. Directors are responsible for contacting individual faculty teaching in the core curriculum about the assessment process. OIRA assists in assessment by identifying random samples of students, and by redacting and organizing artifacts.

Direct and Indirect Data: Direct data consists of examples of student work (artifacts) that address the student learning outcomes established for each area of the Core. Direct data is assessed for evidence of the meeting of established student learning outcomes. Indirect data consists of student surveys (such as the IDEA survey) that measures student perceptions of their learning. Assessment in the Core Curriculum consists of the collection, evaluation and comparison of both direct and indirect data.

### Assessment Timeline:

Prior to the start of classes each semester, each director contacts all faculty teaching in their area(s) of the Core Curriculum to ensure that:

- Outcomes are included on course syllabi.
- Faculty are made aware of the assessment process.
- If applicable, corresponding IDEA items for evaluation.
- If applicable, the previous year’s assessment report is provided, along with any specific recommendations.
- If applicable, the dates of development and assessment events planned for the semester.
- If applicable, ensure pre- surveys or pre-exams are completed.
- If applicable, request the course syllabus.

Within the first month of the semester, each Director will work with OIRA to submit an assessment plan by the established deadline and determine by what date random samples will be provided, as well as when data will be collected and processed.

No later than a month before the end of each semester, the Director provides the randomly-assigned student names for the direct portion of the assessment along with instructions for the type of assignment to be collected. The director will make a very specific request, indicating the outcomes that the assignments must meet, along with instructions for submitting the student work. At this time each Director should also remind faculty which IDEA outcomes are to be marked on their FIF reports.

Each Director works with OIRA to ensure a usable sample size will be available for the assessment.

Each Director is responsible for locating faculty to participate in Assessfest!, which shall normally take place on the Monday and Tuesday following graduation in the Spring. The following Wednesday is reserved for workshops in conjunction with Assessfest!

During Assessfest, pairs of faculty members read and score student artifacts using rubrics. Syllabi may also be reviewed during this time. OIRA will provide score sheets and instructions to faculty. It is especially important that (1) artifacts not be scored if it is determined that they do not meet the learning outcomes and (2) if a pair of faculty disagree about whether or not the learning outcomes are met, a third opinion should be sought and that third opinion shall determine whether or not the items are scored. Items not deemed assessable shall be replaced for the purpose of the assessment (however the status of non-assessable items should be recorded).

Following Assessfest each Director will work with OIRA to direct the numerical processing of the direct and indirect data. Shortly following OIRA providing the processed data, each Director will complete an assessment report that will be submitted to OIRA and shared promptly with all faculty participating in the assessment. This same report should be provided to all faculty teaching in the area prior to the start of the following semester.

Following Assessfest, OIRA will produce both an aggregate and individualized version of the data to be provided to the faculty who provided artifacts for the assessment. Each director should provide these reports to the individual faculty in their areas.

Assessment Rubrics and Reports: The rubrics developed for assessment and completed assessment reports are maintained on OIRA's Moodle Page (Organizations, OIRA\_Acad).

# WRITING ACROSS THE CURRICULUM

## MISSION/PURPOSE

Writing Across the Curriculum at Butler University combines cross-disciplinary insights surrounding the writing-to-learn movement as a principal pedagogy with the introduction of upper-level students to writing communications and conventions within their chosen fields of study. Writing is foregrounded as a powerful tool for learning, expressing meaning, and communicating to diverse audiences and across diverse platforms.

## POLICIES

### *AP/IB Credit:*

- Please visit the Registration and Records website for more information.

### *Transfer Credit:*

- Determinations about transfer credit for current students are made by the chair of the closest corresponding course (e.g. the chair of sociology makes the decision about sociology courses proposed for transfer to Butler). Current students can obtain a Request for Approval of Transfer Credit form for the Core Curriculum from Registration and Records. Follow the directions on the form. Transferring students should contact Registration and Records for guidance on transferring credits.

### *Exemptions:*

- There are no exemptions for WAC.

### *Permission Numbers:*

- Permission numbers for WAC courses are managed by the chair of the department affiliated with the course being offered.

### *Other Information for Advisors:*

- WAC must be taken after the student has attained junior standing at the University.

## ADVISORY COMMITTEE

The Advisory Committee, as it is now constituted, consists of full-time faculty teaching WAC courses. Ideally the committee has one representative from each college and libraries.

Responsibilities of the committee include:

- advising the area director
- review of course proposals
- discussing and voting on changes in policy and learning outcomes as they arise

- assisting in assessment
- assisting with faculty development activities

## **CURRICULUM**

### ***Course proposal process:***

Proposals are due one month before the Core Curriculum Committee deadlines (for courses being offered the next summer or fall semester: November 1, and for courses being offered the next spring semester: March 1). As such, deadlines for the WAC Advisory Committee are October 1 and February 1. The course approval process occurs through the following:

1. Proposals for new WAC courses are to be sent electronically to the Core Curriculum Program Coordinator, who: 1) puts them in the Proposals Pending Area Committee Approval folder under the WAC sub-folder and 2) notifies the WAC Director that a course proposal is pending.
2. The course proposal is discussed by the WAC committee. The proposal can be approved, approved pending revision, or denied.
3. The WAC Director communicates with the faculty member submitting the course proposal regarding the status of the proposal. If approved pending revision or denied, the WAC Director communicates to the faculty member the reasons why, with suggestions, if appropriate, for revising the proposal. If approved, the WAC Director submits the course proposal to the Core Curriculum Committee (CCC) through the Core Curriculum Program Coordinator who will: 1) move the course proposal into the Proposals Pending CCC Approval folder on Moodle, and 2) notify the chair of the CCC that a course proposal is pending.
4. The CCC receives the recommendation from the WAC committee and may approve, approve pending revision, or deny the proposal. The CCC chair communicates the status of the course proposal to the WAC Director, the Core Curriculum Program Coordinator, and the Registrar. The WAC Director then communicates the status of the proposal to the faculty member. Approved proposals are placed in the Proposals Published for Final Approval Review folder on the Core Curriculum site on Moodle. If approved pending revision or denied, the CCC chair communicates to the WAC Director the reasons why and returns the proposal for appropriate action and possible resubmission to the CCC.
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the appropriate area committee to attempt to resolve the difficulties. If resolved, then the course proposal will stand for a subsequent 15-day review. Approved courses standing without objection for the 15-day review period will be added to the Core.

6. After the 15-day review period, the approved Core course proposal is moved by the Core Curriculum Program Coordinator to the Completed Business folder on the Core Curriculum site on Moodle.

### *Elements of a Successful Proposal*

- **Students must be asked to write at least once a week.**

These assignments may come in a variety of forms. The intent is to use writing to allow students to make connections, synthesize material, take positions, respond to questions and, in essence, become active, responsible participants in learning. *Some examples include overnight and brief in-class writing, article summaries, source annotations, parts of larger assignments, and so on.*

- **Some of the writing may be graded; some may be ungraded (but assessed).**

The instructor need not grade all writing assignments. Instead, individual students might be asked to read their writing to the class or to read and comment on one other's work. It is important to note here, though, that all writing should in some way be tied to credit for the class. Informal writing can receive a “check” or a single point that goes into the student’s participation grade, for example, or the informal writing itself can be allotted a certain number of points in the course grade. “Grading” here is not intended to mean labor-intensive evaluation. Indeed, informal writing can often be read, checked, perhaps given one overall comment (or none at all) and returned. All formal writing, however, should be evaluated using established course guidelines and parameters.

- **Some of the writing may be formal; some may be informal.**

W courses should involve both “learning to write” and “writing to learn.” One objective of W courses is to give students the experience of writing in forms and styles specific to their disciplines, such as internal memos or reports, analyses, case studies, as well as familiarity with scholarly citations: MLA, APA, Chicago, etc. Writing as a way of learning is equally important. The informal writing that students might do in journals, response papers, and "freewriting" tests their understanding of course material and helps them discover, and not merely report, ideas. Most experienced writers recognize that these informal, more private writings are critical components in the process of developing formal assignments. Gradually, informal writings evolve into drafts of more formal prose. Formal writing is defined here as assignments that carry with them some notion of scope, completeness, and polish; they can take the form of professional scholarship or practical, discipline-specific writing tasks that would be

completed by professionals or scholars in a chosen field. In addition, the course may be designed so that segments of a large assignment are completed in a sequence, so that the student will have a chance to review and revise portions before the major assignment is due.

- **Some of the writing may be done in class; some may be done outside class.**

The instructor may assign "overnight writes" which ask students to address issues in their reading or issues to be brought up in class the following day. Short five-minute "writes" at the beginning of class help students to focus their thoughts and recall what they have read. More formal or lengthy assignments may build on the short "writes." Writing done in class is a wonderful way to get students focused on a daily agenda or reading. It can be as simple as making a list of "talking points" that students would like to raise, or as complex as a focused question on some aspect of the daily reading.

- **Some of the writing should involve instructor feedback and opportunities for revision.**

The instructor should read and respond to a significant portion of the required writing early in the semester. Students should have the opportunity to revise assignments at various points in the semester. The purpose of this aspect of W courses is to give students the opportunity to see how well they are meeting the instructor's expectations and to encourage intellectual dialogue between instructor and student. Comments and questions concerning the student's work ought to stimulate thinking and discussion. This is one of the most crucial components of W courses; the instructor must build revision into the course in a fashion that is obvious and relevant to formal assignments. Some ways to accomplish this include commenting upon drafts or portions of formal assignments, conferring with students over composing and revising, the use of informal writing to develop formal assignments, and short assignments early in the semester that develop into longer communications later in the course.

## **ASSESSMENT**

### ***Learning Objectives***

- To refine habits conducive to good writing developed at earlier stages in Core education and education in the major.
- To use writing both as a tool for learning and as a means for communicating about ideas within a discipline or profession.

### ***Learning Outcomes used for Assessment***

- Students will use writing as a way to learn in order to deepen their understanding of their chosen discipline.
- Students will use types of writing common to the discipline as a step toward professionalization.

### *Corresponding University Outcomes*

- Students will articulate and apply required content knowledge within their area(s) of study. (Cognitive – “know”)
- Students will communicate clearly and effectively. (Psychomotor – “do”)

### *Corresponding IDEA Outcomes*

- #8 Essential. Developing skills in expressing oneself orally or in writing.

## **ASSESSMENT PROCESS & TIMELINE**

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### Specific Information for the Writing Across the Curriculum Assessment

#### Assessment Rubric

4—The communication reflects a clear understanding of disciplinary conventions attached to the assignment, including relevancy, development, organization, diction, tone, and mechanics.

3—The communication reflects a somewhat limited understanding of disciplinary conventions attached to the assignment, in one of the following areas: relevancy, development, organization, diction, tone, and mechanics/format.

2—The communication reflects an insufficient understanding of disciplinary conventions attached to the assignment across the areas of relevancy, development, organization, diction, tone, and mechanics/format.

1—The communication reflects a profound misunderstanding of disciplinary conventions attached to the assignment across the areas of relevancy, development, organization, diction, tone, and mechanics/format.