University Core Curriculum Committee

Policies, Procedures, and Understandings

Updated June 13, 2017

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Section I: Procedures for Recommending Revisions to the KU Core

1.   The agenda for each UCCC meeting is developed through consultation between the UCCC staff and the UCCC chair. UCCC members and members of the university community are welcome to suggest agenda items.

2.   The agenda for each UCCC meeting is published before the meeting; publication consists of sending the agenda to all members of the UCCC and posting the agenda on kucore.ku.edu.

3.   Proposed wording of any revision to the KU Core must appear in the agenda. In consultation with UCCC members and the UCCC staff, the UCCC chair will attempt to identify and contact individuals or academic units that might have a particular interest in the proposed revision. The agenda will invite written comments on the proposed revision; such comments will be accepted until noon on the business day before the meeting.

4.   At the meeting involving the first reading of the proposed revision, UCCC will provide an opportunity for individuals not on UCCC to make brief presentations regarding the proposed revision. At that meeting, UCCC will not vote on the proposed revision.

5.   A subsequent meeting will involve a second reading of the proposed revision, which must again be published in the agenda, and distributed in the manner described above. The agenda will indicate whether a vote will be taken.

6.   The final vote on a revision will take place at a second or subsequent reading of the proposed revision. The recommendation and vote will be forwarded to the Provost for final approval.

-- Adopted unanimously by
UCCC, Fall 2012

Section II: UCCC Interpretations
and Understandings

I. **General Interpretations and Understandings**

A. A simple quorum – at least half of UCCC members – is required to vote on routine procedural matters, such as approval of minutes. However, in accordance with UCCC's establishing policy statement, a vote of two-thirds or more of committee membership is required to certify units for the KU Core. UCCC has extended that two-thirds majority policy to all votes that affect KU Core and Core curriculum content, such as the 2012 adoption of the "Procedures for Revising the Composition of the KU Core" and the eventual recertification of units.

B. Academic units may specify a learning outcome as a course prerequisite.

C. For both courses and experiences, the word *supermajority* in relation to unit content denotes a minimum of 60 percent of that content.

D. See also the FAQ section of the KU Core website, www.kucore.edu.

II. **Interpretations and Understandings of Goal 1**

A. Goal 1, learning outcome 2, seems incompatible with (at a minimum) the learning outcomes of Goals 2, 4, and 5. It is thus unlikely that a unit approved for Goal 1, learning outcome 2, could also fulfill learning outcomes associated with Goals 2, 4, and 5.

III. **Interpretations and Understandings of Goal 2**

A. Goal 2, learning outcome 1, seems incompatible with (at a minimum) Goal 1, learning outcome 2; Goal 2, learning outcome 2; and Goal 5, learning outcome 2.

B. Goal 2, learning outcome 2, seems incompatible with (at a minimum) Goal 1, learning outcome 2; Goal 2, learning outcome 1; Goal 4; and Goal 5, learning outcome 2.

C. In the criteria for Goal 2, learning outcome 2, item 2, we interpret "different purposes" to include different primary goals or outcomes. Public speaking in different disciplines can have a range of different purposes, including but not limited to demonstration, education, reporting, entertainment, creative expression, informative, presentation

of self, and persuasion. Examples of different types of speeches or presentations include but are not limited to debates, Socratic questioning, presentation of course content, dramatic readings, skits, stand-up comedy routines, interviews, lectures, and educational lessons. To meet the Goal 2.2 students must complete oral speeches or presentations of three different types and/or purposes.

IV. Interpretations and Understandings of Goal 3

A. With sufficient evidence, a course may be certified as fulfilling more than one of the three broad areas in Goal 3.

B. Math courses may be considered Natural Sciences courses for Goal 3.

C. Arts courses need not contain traditional elements of humanities courses to be considered Arts and Humanities courses for Goal 3.

D. Because Goal 3 is one of the General Education goals (first three goals), it seems incompatible with (at a minimum) Goal 6, one of the Advanced Education goals (last three goals).

V. Interpretations and Understandings of Goal 4

A. Study Abroad courses that meet Goal 4, learning outcome 2, must be 3-5 credit hours or a minimum of 6 weeks' duration.

B. Goal 4, learning outcome 2, should <u>not</u> be restricted to non-Western, non-Eurocentric courses and experiences. Such a restriction was not the intent of the Transition Committee that wrote the KU Core guidelines. Those guidelines also were vetted and approved by surveys of the KU community.

C. Goal 4, learning outcome 1, seems incompatible with (at a minimum) Goal 1, learning outcome 2; and Goal 4, learning outcome 2.

D. Goal 4, learning outcome 2, seems incompatible with (at a minimum) Goal 1, learning outcome 2; and Goal 4, learning outcome 1.

E. Students who have obtained legal permanent resident status, met the KU English Proficiency Requirement, and completed one semester of full-time study in a degree program at KU will be assessed on a case-by-case basis by the UCCC for the fulfillment of Goal 4, learning outcome 2. The committee will consider the student's experience, life, and/or education occurred outside of the United States.

VI. Interpretations and Understandings of Goal 5

A. Goal 5, learning outcome 1, seems incompatible with (at a minimum) Goal 1, learning outcome 2; and Goal 5, learning outcome 2.

B. Goal 5, learning outcome 2, seems incompatible with (at a minimum) Goal 1, learning outcome 2; Goal 2, learning outcome 1; Goal 2, learning outcome 2; Goal 3; and Goal 5, learning outcome 1.

C. Goal 5, learning outcome 1, "responsibility to the physical environment" is interpreted as the broader contextual "environment" of a discipline, field, or profession (e.g., a hospital could be the physical environment for courses in the nursing program or a school the physical environment for courses in education).

D. Goal 5, learning outcome 1, at a minimum courses or experiences must include a discussion of at least two ethical theories that are applicable to multiple decision-making contexts; courses that are primarily designed for instruction in a particular code of conduct (e.g., AMA's Code of Ethical Conduct) must include theoretical engagement with the code, not simply training in its application.

VII.   Interpretations and Understandings of Goal 6

A. In the KU Core Guidelines, the phrase "be completed at the junior or senior level" refers to the course number rather than the status of the student (e.g., sophomore or junior) if the unit in question is a course.

B. For courses, a minimum of 3 credit hours is necessary to meet Goal 6 (capstone courses of less than 3 credit hours can be grouped to meet the

3-credit-hour minimum).

C. Students in Goal 6 courses should, as required by KU Core guidelines, "generate new ideas" or "creative products."

D. If Goal 6 is satisfied through a unit that involves an experience, that unit must be 3-5 credit hours or a minimum of 6 weeks' duration

E. Courses that meet the capstone definition approved by the Kansas Board of Regents and currently used by the College of Liberal Arts and Sciences (CLAS) to designate capstone courses do satisfy Goal 6. Such courses can receive batch approval from UCCC toward fulfillment of Goal 6. However, in batch or individually, all such courses must be submitted to UCCC for approval. A minimum of 3 credit hours is necessary to meet Goal 6 (capstone courses of less than 3 credit hours may be grouped to meet the

3-credit-hour minimum). Students in all such courses should, as required by Goal 6, "generate new ideas" or "creative products.

F. Because Goal 6 is one of the Advanced Education goals (last three goals), it seems incompatible with (at a minimum) Goal 3 of the General Education goals (first three goals).

Document history:
10/4/13 Posted to KU Core web site.
11/5/13 Revised to change "theoretic" to "theoretical" in VI.D. (change approved by committee 11/4/13).
4/22/14 Revised to add III.C., new interpretation of Goal 2, Learning Outcome 2 (change approved by committee 4/7/14).
6/13/17 Revised to add V.E., new interpretation of Goal 4, Learning Outcome 2 (change approved by committee 5/2/17).

Appendix A: Policy Statement: University Core Curriculum Committee, Procedures, and Criteria for Appointment

Link: https://documents.ku.edu/policies/provost/UCCC.htm

Appendix B: Policy Statement: KU Core Curriculum

Link: https://documents.ku.edu/policies/provost/KUCoreCurriculum.htm

Appendix C: Guide to the KU Core

Link: https://kucore.ku.edu/sites/kucore.drupal.ku.edu/files/docs/kucore_guide.pdf

Appendix D: University Core Curriculum Committee Annual Report: 2012-2013

July 10, 2013

I. Charges to the University Core Curriculum Committee

A. The University Core Curriculum Committee (UCCC) received five charges at its initial meeting on August 24, 2012:

1. Overseeing the composition of the KU Core curriculum;
2. Certifying (and re-certifying) courses and experiential learning activities nominated for inclusion as part of the KU Core;
3. Monitoring the achievement of learning outcomes through these courses and activities;
4. Reviewing and recommending proposals for certificate programs (e.g., Global Awareness Program, Research Experience Program, Service Learning Program); and
5. Envisioning innovative ways to meet learning outcomes.

II. UCCC Actions Regarding Courses

A. UCCC approved 1,309 course-learning outcome matches for the KU Core curriculum:

Goal & Learning Outcome	Approved
Goal 1, Learning Outcome 1	74
Goal 1, Learning Outcome 2	24
Goal 2, Learning Outcome 1	13
Goal 2, Learning Outcome 2	3
Goal 3	406
Goal 4, Learning Outcome 1	103
Goal 4, Learning Outcome 2	330
Goal 5, Learning Outcome 1	33
Goal 5, Learning Outcome 2	2
Goal 6	321

B. UCCC returned approximately 120 course/learning outcome applications to nominating units for, in most cases, potential revision and resubmission.

C. In reviewing the total number of courses approved to date for each goal, UCCC noted that several courses approved for Goal 2 (including Engl 101, Engl 102, and Engl 203) and Goal 5 (including Phil 160) have multiple

sections.

D. In response to a question from the university community, UCCC noted that
    academic units may specify a learning outcome as a course prerequisite.

E. UCCC approved, used, and periodically revised a form and procedure for the
    online nomination of courses for inclusion in the KU Core.

F. UCCC approved a First Year Seminars (FYS) course option for academic units.
    Courses approved for the FYS program fulfill Goal 1, learning outcome 1.

G. In response to questions from the university community, UCCC adopted the
    following interpretations of Goal 3:

    1. With sufficient evidence, a course may be certified as fulfilling more
        than one of the three broad areas in Goal 3.
    2. Math courses may be considered Natural Sciences courses for Goal 3.
    3. Arts courses need not contain traditional elements of humanities
        courses to be considered Arts and Humanities courses for Goal 3.

H. UCCC considered whether Goal 4, learning outcome 2, which focuses on
    "communities outside the United States," should be limited to primarily non-
    Western, non-Eurocentric courses and experiences. UCCC declined to recommend
    restricting Goal 4, learning outcome 2, to non-Western, non-Eurocentric courses
    and experiences.

I. UCCC accepted the definition of capstone courses approved by the Kansas Board
    of Regents and currently used by the College of Liberal Arts and Sciences (CLAS)
    to designate capstone courses. CLAS capstone courses thus received batch UCCC
    approval toward fulfillment of Goal 6. UCCC noted that a minimum of 3 credit
    hours was necessary to meet Goal 6 (capstone courses of less than 3 credit hours
    may be grouped to meet the 3-credit-hour minimum) and that students in all such
    courses should, as required by Goal 6, "generate new ideas" or "creative
    products."

J. UCCC adopted the following interpretation of Goal 6: In the KU Core Guidelines,
    the phrase "be completed at the junior or senior level" refers to the course number
    rather than the status of the student (e.g., sophomore or junior) if the unit in
    question is a course.

K. For both courses and experiences, UCCC adopted the understanding that the word
    supermajority in relation to unit content denoted a minimum of 60 percent of that
    content.

III. UCCC Actions Regarding Experiences

A. UCCC approved KU's Research Experience Program to meet Goal 6.

B. UCCC approved the Service Learning Certificate to meet Goal 5, learning outcome 2.

C. UCCC approved KU Office of International Programs study abroad programs of 3-5 credit hours or a minimum of 6 weeks' duration to meet Goal 4, learning outcome 2.

D. UCCC adopted the following interpretation of Goal 6. If Goal 6 is satisfied through a unit that involves an experience, including research experiences, that unit should conform to the standards established for approved Study Abroad units: Such units must be 3-5 credit hours or a minimum of 6 weeks' duration.

E. UCCC began discussions with KU's Experiential Learning Collaborative to determine how that group might evaluate nominated experiences that are not tied to a specific course or school/College program and make recommendations to UCCC.

IV. UCCC Policies, Procedures, and Administrative Actions

A. UCCC reviewed the Policy Statement that established the KU Core and forwarded recommendations to the Provost's Office.

B. UCCC detailed and approved a process for recommending revision of the composition of the KU Core. Modeled on University Senate rules and regulations, the process involves seeking feedback from students, staff, and faculty and making final recommendations to the Provost's Office.

   1. Following this process, after gathering and evaluating campus feedback UCCC recommended revising the options for meeting Goal 4. Replacing the published options, the UCCC recommended that students acquire the two units required to meet this goal by either (1) a unit meeting learning outcome 1 and a unit meeting learning outcome 2 or (2) a unit meeting learning outcome 1 and a significant study abroad experience. The intent of the proposed revision is to ensure that KU undergraduates study U.S. diversity as well as diversity within and among worldwide cultures. The provost approved this revision.

C. UCCC worked with the Office of Admissions and the College of Liberal Arts and Sciences to establish KU Core compatibility policies for transfer courses that don't automatically meet KU Core requirements through prior

arrangements.

D. Noting that all units approved for the KU Core must document student learning that has enabled those students to achieve the specified learning outcome(s), UCCC began considering options for reviewing and recertifying approved units.

E. UCCC began considering procedures for a petition process for requests for exceptions to KU Core Guidelines.

F. UCCC created the KU Core Implementation Work Group, chaired by Special Advisor to the Provost Chris Haufler, to consider course capacities, the clarity of communication about the KU Core, the sharing of best student-advising practices, and other functions as assigned by UCCC. The work group consists of Haufler, the 2012-2013 UCCC chair, the 2013-2014 UCCC chair, support staff from the Provost's office, and invited guests.

    1. In its final 2012-2013 meeting on May 9, 2013, UCCC charged the work group with the following summer 2013 projects:

        a. Collecting recommendations for revision of the KU Core Guidelines from UCCC members and other sources. UCCC asked the work group to prepare a list of those recommendations for consideration by the 2013-2014 UCCC.

        b. Preparing a student-petitions process for consideration by UCCC.

        c. Continuing to communicate with the Experiential Learning Collaborative regarding how that group might evaluate nominated experiences that are not tied to a specific course and make recommendations to UCCC.

        d. Based on 2012-2013 experiences, considering additional revisions to the course/experience online nomination form.

        e. Collecting and organizing UCCC policies, procedures, and understandings.

G. At its May 9, 2013, meeting, UCCC elected Kelli Thomas, School of Education, as its 2013-2014 chair.

Membership of UCCC
Paul Atchley, College (Social Sciences); Bill Carswell, Architecture, Design, & Planning; Tyler Childress, student; John Coler, student; David Darwin, Engineering; Amy Devitt, College (Humanities); Erin Ellis, Libraries; Nelda Godfrey, KU Medical Center; Christopher Johnson, Music; Alice Lieberman, Social Welfare; Bruce Lieberman, College (Natural Sciences and Mathematics); Charles Marsh, Journalism & Mass Communications; Susan Scholz, Business; Kelli Thomas, Education; Sherrie Tucker, College (International and Interdisciplinary Studies); Gina Westergard,

College (School of the Arts); Barbara Woods, Pharmacy; and Maggie Zehren, student. Supporting UCCC from the Provost's Officer are Chris Haufler, Special Advisor to the Provost; Paul Klute, Research Analyst; Terri Morris, Administrative Assistant; Jeni Klute, Administrative Assistant; and Amy Smith, Director of the Policy Office.

UCCC wishes to express particular gratitude to Special Advisor to the Provost Chris Haufler.

For more information on the KU Core curriculum, please visit www.kucore.ku.edu.

Submitted by:

Charles Marsh
2012-2013 Chair
University Core Curriculum Committee

Appendix E: Samples of Response Messages for Non-Approved Courses or Experiences

A. For a unit that might be successfully revised and resubmitted

To (Department Chair/School Dean):

As chair of the University Core Curriculum Committee, I'm writing in regard to the submission of QYZX 111 as fulfilling Goal 1.1 of the KU Core Curriculum.

UCCC has reviewed inaugural nominations for the Core through subcommittees dedicated to particular goals and then through consideration by the full committee. I'm sorry to say that UCCC did not approve this particular course/learning outcome match. However, the committee did believe that a revised submission might fulfill the learning. Here are comments from the committee that might guide such a revision:

- There's not enough information here to determine if this meets 1.1. We need to see a syllabus, and we need to see sample exams. Right now, this seems doubtful.

- We need more information to evaluate whether or not the exams achieve the requirement that students "Make evidence-based arguments to support conclusions."

- I find the hesitations of other reviewers compelling. The tests measure something that indicates that the outcomes will be reached, but it isn't clear how that will happen. More information would be helpful.

- The submission does not give enough detail about the exams to judge if they would achieve criteria 2 or if they comprise a supermajority of the grade. No syllabus is available.

I'd be glad to discuss any of these comments/recommendations with you.

Thank you very much for your invaluable participation in developing the KU Core Curriculum. UCCC would be pleased to consider a future, revised nomination of this proposal if such a revision also met your goals for the course.

Sincerely,

Xxxx   Xxxxx
UCCC Chair

B.   For a unit that seems incompatible with the specified learning outcome

To (Department Chair/School Dean):

As chair of the University Core Curriculum Committee, I'm writing in regard to the nomination of QYZX 111 as fulfilling Goal 2.1 of the KU Core Curriculum.

UCCC has reviewed inaugural nominations for the Core through subcommittees dedicated to particular goals and then through consideration by the full committee. I'm sorry to say that UCCC did not approve this particular course/learning outcome match. Comments from committee members that explain this decision include:

- It's mathematically impossible, I think, for one course to meet 2.1 and 2.2. Each requires a majority. Also, the applicant has said that not all instructors will gather information for recertification. That disqualifies the course in most cases.

- Does not have adequate writing content.

- Nomination form is incomplete for Goal 2 Learning Outcome 1 and I am not convinced by the syllabus alone that this course fulfills this learning outcome.

- While some grading is based on written work, it appears that improving student writing is not the goal of the class.

If you believe that UCCC has misinterpreted the course or the nomination materials, I would be glad to discuss this decision.

Thank you very much for your invaluable participation in developing the KU Core Curriculum.

Sincerely,

Xxxx   Xxxxx
UCCC Chair