

UCC Task Force I worked with the following sets of assumptions to fulfill the charge to articulate "the mission and goals of a national model Core curriculum for the 21st Century." The **Philosophical Principles** along with the **Mission and Goals** statement parallel the Purposes, Goals, and Rationale (item I. B.) in the 1984 Program of General Studies document that initiated our current University Core Curriculum.

The second set of assumptions, the **Operating Principles**, parallel the Principles for Developing and Implementing General Education (section I. C.) in the 1984 document. The assumptions underlie the proposed model and should guide Task Force II in their implementation of the model. Part II of the 1984 document, the Proposed Program, will be the task of Task Force II. We recognize that there are a variety of ways to meet this model and its assumptions. The significant differences between this model and the current UCC program lie in the principles for implementing the concepts of depth and integrative and cumulative learning.

Philosophical Principles

- As a public institution, we have responsibility to continue preparing individuals for their responsibilities as citizens. *The Indiana P-16 Plan being collaboratively developed by the Indiana Department of Education and the Indiana Commission for Higher Education through the Indiana Education Roundtable explicitly recognizes that higher education is part of, not separate from, the continuum of public education. The U.S. Department of Education even more clearly makes the connection by defining "functional literacy" (the level of education necessary for an individual to function effectively in our society) as equivalent to completion of sophomore year in college.*
- The Core should address the university's Strategic Goals and support the associated campus initiatives (Wellness, Greening of the Campus, Campus Compact, Freshman Connections).
- The core goals should model the developmental, recursive nature of learning.
- The core goals should reflect breadth, depth, and integrative and cumulative learning.
- Goals are stated as characteristics we expect of every graduate who walks across the stage to receive a bachelor's degree from Ball State University. We recognize that the goals represent the ideal, and that individual students will achieve them to varying degrees.

Operating Principles

- The Mission and Goals provide the **model** for implementation. Specific learning objectives that will support the goals and that may be assessed will be developed during the next phase as Task Force II takes on the responsibility for implementation.
- The core curriculum is an academic enterprise. Academic units will determine the contribution of learning experiences to mission and goals.

- Practical application in the proposed model means that core goals are not restricted to study during the first years of college nor to a specific set of courses nor to a sharp distinction from the major, and that "common" need not always mean identical experiences or courses.
- The core curriculum should reflect the breadth of familiar divisions of knowledge such as the humanities, fine arts, social and natural sciences.
- The model assumes a common set of foundation learning experiences, much like the current model.
- The core curriculum should require that every student develop his or her basic skills, knowledge, and abilities.
- The core curriculum should reflect depth, fostering active learning and enabling students to conduct disciplinary inquiry, study abroad, and/or participate in service learning and/or internships.
- The model assumes similar upper division learning experiences such as disciplinary inquiry (field work, lab research, thesis, capstone seminars) and/or interdisciplinary capstone experiences. Every major will have a stake in implementation and departments will be integral to the process undertaken by Task Force II.
- Prerequisites will necessarily be allowable.
- The core curriculum should reflect integrative and cumulative learning (integrative, interdisciplinary, freshman through senior experiences).
- The model assumes an interdisciplinary approach to the entire mission. The core should develop awareness of how disciplinary theories of knowledge, methods of inquiry, and subject matter compose a whole of scholarly activity.
- The core curriculum should foster critical, creative, caring, courageous ways of thinking.
- Implementation must work within the hours apart from the major currently allocated to UCC. (No hours will be added to the total hours required of any student in any major; some hours may serve both a major and the Core.)
- We recognize that FTEs will be impacted; current distribution of FTEs should not be a limiting factor for implementation.
- Assessment methods for program evaluation should be developed in conjunction with the development of the program. Members of Task Force I have considered recommendations made by the two UCC Assessment Cycle Reports in developing this model.

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