

Core Operating Manual, 2024-25

Approved by the Core Governance Council on 10/10/2024

This Core Operating Manual is intended to 1) provide students, faculty, and advisors an overview of Butler University's core curriculum requirements and the value of the core, 2) provide faculty teaching in the core information about what is expected in core courses in terms of content, activities, and assignments, and 3) provide guidance on how the core is and should be administered. It is primarily a practical document; those seeking to learn about the original philosophical undergirding of the core should consult the Appendix, which is taken from our core curriculum's original guiding document.

This document is managed by the Core Governance Council and will be updated annually. It represents the most current picture of how the core office interprets and implements Butler's core curriculum. It is therefore an attempt to codify and make transparent current practice. **It is *not* intended to create or alter the substance of the core curriculum or policies surrounding how core requirements can be satisfied. Only action of the UCC and/or the Faculty Senate can do that.**

1. The Value of the Core

The core curriculum is the heart and soul of an education at Butler University, and its various areas have been designed to educate and accommodate students to a rapidly changing world. Introducing students to foundational knowledge in writing, literature, reasoning, global history, mathematics, social and natural science, health and the arts, as well as to issues of social justice and the practice of engaging thoughtfully with one's local community, Butler's core curriculum offers students the following benefits:

1. Exposure to a more diverse set of students, faculty (and therefore perspectives) than is possible in major courses alone
2. The possibility of serendipitously discovering a new interest, major, vocation, or favorite professor
3. An education designed to nurture curiosity, make connections between fields, foster independence of thought, and inspire lifelong learning
4. Development of the soft skills that are desirable to employers (such as problem-solving, teamwork, and written/oral communication), skills that make those who possess them adaptable to new vocational environments and that remain valuable long after the technical skills related to particular jobs become outdated.

The value of a core curriculum like Butler's has been demonstrated in multiple studies. For example, according to Richard Detweiler (whose research, published as *The Evidence Liberal Arts Needs*, surveyed a thousand college graduates), taking a large number of courses outside one's major is strongly correlated with a number of important outcomes, including becoming a lifelong learner, getting an advanced degree, having a fulfilling life, being satisfied in one's job, and regularly finding enjoyment in concerts, the theater, museum exhibits, literature, and music.

Such an education also correlates strongly with professional success later in life (in terms of rank and salary). In fact, the top factor associated with a six-figure salary, according to Detweiler, is not college major, but rather whether a student takes a large share of their classes *outside of their major*. Moreover, the effect of such an education on future success is particularly substantial for students with lower SAT/ACT scores and students from less wealthy families, suggesting that a strong core curriculum can help level the educational and vocational playing field to some degree. The data suggest this is particularly true with a strong First-Year Seminar program.

What can be said about the core overall can also be said about particular aspects of it. To give just a few examples, according to Detweiler, students who had frequent conversations with other students about issues of significance to humanity, or who had frequent discussions with students of differing beliefs and views in college (something we do particularly well in the core, especially in Texts and Ideas) are over 25% more likely to act as and be perceived as leaders later on in life. Students who frequently discussed issues of peace, justice, human rights, or equality with students outside of class (conversations spurred across our core curriculum, but particularly in Social Justice and Diversity courses) are 56% more likely to become lifelong learners and 33% more likely to enjoy the arts and attend cultural events. Similarly, students who frequently discussed issues of importance to humanity and for whom learning about people of other cultures was an important part of college (something we do well in the core, particularly in Global and Historical Studies) were 39% more likely to report enjoying the arts and attending cultural events. In the end, every part of Butler's core curriculum is important because the core, in the aggregate, ensures that graduates of our university emerge as well-rounded citizens of the world. Our humanities students take courses in science. Our scientists learn about psychology or sociology. Our social scientists learn how to engage with community partners. Our business and communication majors encounter the arts and humanities. Our artists contemplate issues of social justice. Our education majors develop habits of healthy living, and so forth.

The core is therefore absolutely critical to the future success, well-being, and happiness of Butler students. And if you don't believe these statistics, believe our own graduates, many of whom report encountering their favorite class and/or professor in the core curriculum!

2. Core Requirements Overview

All undergraduate students at Butler must fulfill the following four requirements:

- A. **Two Common Core Elements**
 1. The First Year Seminar (FYS; taken in both semesters of the first year/6 credits)
 2. Global and Historical Studies (GHS; 2 courses/6 credits)
- B. **Courses in Six Areas of Inquiry**
 1. Texts and Ideas (TI; 3 credits)
 2. Analytic Reasoning (AR; 3 credits)
 3. Perspectives in the Creative Arts (PCA; 3 credits)
 4. Social World (SW; 3 credits)
 5. Natural World (NW; 5 credits)
 6. Well-Being (WB; 1 or more credit/s, as a WB course or a regular course with a WB designation)
- C. **Two Designation** courses (which may also fulfill major/minor or other core requirements)
 - 1) One course with a Social Justice and Diversity (SJD) designation
 - 2) One course with an Indianapolis Community Requirement (ICR) designation
- D. Eight cultural events designated as satisfying the **Butler Cultural Requirement** (for a list of eligible events, see [this website](#))

In theory, then, fulfilling the entire core requires a minimum of thirty credits (total) for requirements A and B, a variable number of additional credits for requirement C, and attendance at cultural events (but no credit) for requirement D. However, all students fulfill the requirements of one pre-determined Area of Inquiry through work in their major, and students may be able to fulfill additional Area of Inquiry requirements of the core through elective courses in their major/s or minor/s, and additional Designation courses through either elective or required courses. (Note, however, that FYS and GHS courses are not allowed to count towards major or minor requirements.) Students must only receive a passing grade in the relevant core course to fulfill the requirement. Relative to core curriculum requirements at other schools, therefore, Butler's core curriculum is relatively flexible and easy to fulfill.

3. Variances, Equivalencies, and Transfer Credit

- No students are exempt from any area of the core.¹ However, all students fulfill one pre-determined Area of Inquiry requirement through work in their primary major. Students

¹ The original core document drafted in 2005 spoke of "exemptions" (e.g., students who completed at least 9 hours in the humanities were exempt from TI), but in practice those governing the core have found that the language of "exemption" confuses students. We have therefore shifted to emphasizing how all students must

taking a second (or third) major may fulfill additional Area of Inquiry core requirements through work in those additional majors.

- No single major may allow a student to fulfill a second Area of Inquiry requirement (other than WB) through courses required and taught by faculty in the program that hosts the major. Nevertheless, students *may* fulfill additional requirements of the core through *elective* courses that count towards their major, or even through courses that are required for the major or degree program, *provided those required courses are offered by a program other than the one that hosts the major*. As articulated above, there is demonstrable value in students taking a significant number of courses with professors and students *outside of their major*. This rule therefore helps ensure that all Butler students have the advantage of doing so.
- Core designations (SJD and ICR) are not affected by the rule articulated just above. Majors may require specific SJD and ICR courses taught in their department. Moreover, as indicated above, for the purposes of this rule, WB functions like SJD and ICR, not like an Area of Inquiry, which means that majors may require specific WB courses.
- GHS and FYS courses may not count towards a major, so specific GHS and FYS courses may not be required in any major or minor, and are therefore not governed or affected by this rule.
- Nothing in this rule negates the possibility of satisfying the requirements of areas of the core by taking a certain number of credit areas in relevant disciplines, as outlined in the core area descriptions below. Note that work in many Interdisciplinary Programs allows for the satisfaction of requirements in multiple areas of the core in this way.
- Additionally, students may fulfill requirements in some other areas of the core with transfer credit or by variance approved by the Faculty Director of the Core in consultation with the relevant Core Area Director. The Faculty Director of the Core must sign off on all such decisions.
- Additional ways of fulfilling core requirements, including by taking a pre-determined number of credit hours in disciplines relevant to specific areas of the core, are listed in the “Operating Procedures” sections included in the overview of each area of the core (below). In general, however, the Faculty Director of the Core in collaboration with the individual Core Area Directors approves transfer credit and variances that are not already written as policy in other university documents, such as the Butler University Bulletin (see the [relevant sections here](#)). In matters of contention, the Faculty Director of the Core will seek advice from the chair/director of the nearest corresponding department or interdisciplinary program, the relevant Core Area Director, and/or the Core Governance Council.
- Variances, equivalencies, and transfer credit for specific kinds of students:
 - **Incoming first-year students** who want to know whether advanced placement, international baccalaureate, or dual credit courses will fulfill core courses should consult [this website](#).

fulfill all core requirements and then indicating the various ways that they may do so (including, in the example above, by taking at least 9 hours in the humanities to fulfill the TI requirement).

- **Students transferring to Butler after attending another college or university** who want to know whether their transfer courses will fulfill core requirements should consult [this website](#).
- **Continuing Butler students** who want to take courses at another university (e.g., over the summer) to fulfill core requirements should consult [this website](#).

NOTE: The rules governing core variances, transfer credit, and equivalencies for students transferring to Butler after attending another college or university are different than the rules governing the same for current and continuing students, and the differences can be confusing. Some courses deemed acceptable equivalents for students transferring to Butler from other universities (e.g., 4-credit lab courses for NW, or art courses without a creative component for PCA) are not acceptable equivalents for current and continuing students. Because of this, in all cases, advisors should be aware of these differences, and students should seek approval of courses they plan to take elsewhere and use as substitutions for Core Courses before they enroll.

4. Core Governance Structure

Much has changed in both the content and administration of the core since it was established in 2005, but the original core documents were rarely updated to reflect these changes. This document represents an attempt to capture and make transparent these changes to the core's content and administration. As such, it represents a record of current practices, and a good faith effort was made by its drafters to avoid creating new policy, except around the Core Governance Council, which the original core documents did not foresee, and which has been for several years (i.e., since the Core Curriculum Committee was disbanded and its duties transferred upward to the University Curriculum Committee) in a state of becoming in terms of its authority, structure, and purview.

A. Positions

1. The **Faculty Director of the Core** is selected by the Provost and the Associate Provost (in consultation with an *ad hoc* search committee), after applications are solicited from all faculty. Directors serve three-year terms, renewable indefinitely at the discretion of the Provost and Associate Provost. The Faculty Director of the Core receives a stipend and two course releases per semester.
2. Individual **Core Area Directors** of FYS, GHS, and SJD receive a course release/s and/or a stipend and are therefore appointed to their roles by the Associate Provost in consultation with the Faculty Director of the Core.
3. Other **Core Area Directors** serve without course-release or stipend compensation and are appointed by the Faculty Director of the Core in consultation with the Associate Provost. In special circumstances (e.g., some specific, labor-intensive project) these other Core Area Directors may be able to negotiate a one-time reimbursement (in conversation with the

Faculty Director of the Core and the Associate Provost) in the form of a course release/s or stipend. Either way, Core Area Directorships constitute a significant service obligation and significant leadership role.

Core Area Directors should be chosen from among those regularly teaching in the relevant core area, and have four primary duties, as relevant/necessary to their area of their core: 1) Processing transfer equivalencies and variance requests, 2) helping the Faculty Director of the Core develop faculty competence in and ensure the adequate staffing of their area of the core, 3) working with the core office and Registration and Records to ensure the accurate entry of core courses onto each semester's schedule, and 4) nurturing community among the faculty teaching in their area of the core by, *inter alia*, holding regular meetings, e.g., faculty development lunches (funded by the core office), social events, etc.

B. Core Area Advisory Committees

Core Area Directors have the discretion to constitute either ad hoc or standing committees, usually of three to six faculty members, depending upon the needs of their core area. Core Area Directors, in conversation with the Faculty Director of the Core, should compose their committees of faculty who regularly teach in their core area, attempting as much as possible to include representation from among the departments or colleges that contribute most regularly to it. Committee members serve only in a consultative role, and advise their Core Area Director, who then works in tandem with the Core Governance Council to advise the Faculty Director of the Core. Authority for decision making increases as one moves up the hierarchy from Core Area Committee to Faculty Director of the Core, though the higher levels should in non-controversial matters defer to the lower.

C. Core Governance Council

Composition: The Core Governance Council is composed of all Core Area Directors, the Faculty Director of the Core, and one representative from and appointed by each college not already represented in these other positions. The Director of Academic Affairs for Diversity, Equity, and Inclusion (or equivalent from the Provost's office) serves as a non-voting, *ex officio* member, as does the Associate Director of Office for Student Experience and Engagement (because of their role supporting the ICR program). The Core Curriculum Program Coordinator also attends Core Governance Council meeting as a resource, and takes/archives detailed minutes.

Authority Structure: The Core Governance Council's agenda is set by the Faculty Director of the Core. In addition, if any three members of the Core Governance Council request that a matter be placed on the agenda for discussion and/or a vote, the Faculty Director of the Core must agree to do so at the next available meeting. In general, the Core Governance Council will defer to decisions made by the Core Area Directors. However, in cases where a decision made by a Core Area Director has become problematic or controversial, the Core Governance Council may

take up the matter for discussion and a vote. The Faculty Director of the Core should in most cases defer to a majority vote of the entire Core Governance Council (so long as the decision does not transgress beyond the purview of the Core Governance Council or contravene other superseding policies), but does retain the discretion to decide against that majority.

Purview: The Faculty Director of the Core, in consultation with the Core Governance Council, is responsible for the following:

- 1) Executing matters related to the everyday administration of the core.
- 2) Articulating, interpreting, and implementing core policies in a fair and consistent manner with the parameters of core policy as set forth by the UCC and Faculty Senate.
- 3) Reviewing new proposals for core courses that have been forwarded through Curriculog by Core Area Directors, taking into consideration the impact on specific departments and colleges. Generally, the Faculty Director of the Core will only consult the entire Core Governance Council before approving or denying new core course approvals if there is some special reason to do so, or if a decision to deny approval has been called into question.²
- 4) Overseeing and advising the assessment schedule and execution of assessment by Core Area Directors and their ad hoc assessment committees.
- 5) Overseeing, advising, and approving changes to core administrative practices and policies (including this Core Operating Manual), that are procedural and that do not involve curricular matters over which the UCC and the Faculty Senate have purview. This applies most pertinently to variances, equivalencies, and transfer credit.
- 6) Reviewing and determining whether core ad hoc or permanent core policies are consistent with the spirit of the core, and with recommendations of the Higher Learning Commission (HLC).
- 7) Creating ad hoc committees for the close study or examination of a particular matter.
- 8) Making final determinations in matters of dispute.
- 9) Making decisions *during the summer* on transfer credit and variance requests that would, during the school year, be made by the Core Area Directors (if the directors of the relevant areas of the core are on a 9-month contract and wish to delegate this authority to the Faculty Director.) The Faculty Director of the Core should ensure, when making such decisions, to maintain consistency with how the Core Area Directors have been deciding similar cases.

² NOTE: While the relevant Core Area Director and the Faculty Director of the Core must approve of all newly proposed core courses at preliminary stages in the curricular proposal process, final authority for the approval of new core courses lies with the University Curriculum Committee (UCC). Nevertheless, while the UCC retains authority to approve or deny new core course requests, Core Area Directors, in consultation with the Faculty Director of the Core and (if necessary) the Core Governance Council, retain authority to determine which sections of approved core courses bear core designations (such as SJD, ICR, and WB).

5. Proposing a Core Curriculum Course

Core courses must be proposed through Curriculog, where those proposing them will be asked questions relevant to the area of the core in which they wish to teach the course. Proposals will move for approvals from the instructor to the relevant Core Area Director, then to the Faculty Director of the Core, and then to the University Curriculum Committee. Faculty wishing to propose a new core course are encouraged to consult the procedures and best practices noted below, and/or to engage with the relevant Core Area Director before submitting the proposal.

Disputes: If a Core Area Director rejects a proposed course in Curriculog, the proposing instructor (or their surrogate) may request reconsideration at the level of the Core Governance Council by contacting the Faculty Director of the Core. The proposed course which has been rejected should then be discussed as soon as possible at a Core Governance Council meeting. Both the person proposing the course and the Core Area Director should be invited and allowed to advocate for their positions at the Core Governance Council meeting, and the Council will make a final determination through majority vote (of all those present at the meeting) on whether the course should be accepted.

6. CORE AREAS

All areas of the core both convey certain kinds of knowledge and deploy specific pedagogical approaches. While we expect variation from one course to another in both the kind of knowledge conveyed and the pedagogical approaches utilized, we do, below, outline the shared expectations of each area of the core. It is the responsibility of core area directors and individual faculty members to ensure that their courses conform as much as possible to these expectations.

The First Year Seminar

Mission Statement: The First Year Seminar (FYS) introduces students to the interactive classroom by providing a venue for self-discovery within a supportive community. Faculty members with expertise from disciplines across the university offer over forty different seminars. These seminars engage students in the best practices of civil and constructive conversation. As students explore and interrogate their topics, they learn to think, speak, and write more clearly, critically, and persuasively. Through peer-centered discussions and collaborations, FYS students prepare to take the next steps in their academic, professional, and personal journeys.

Student Learning Outcomes

1. To develop the capacity to think and write clearly, critically, and creatively.
2. To introduce the student to effective habits for academic success.
3. To reflect on important issues of the self in relation to local and global communities.
4. To recognize and reflect on their own perspectives and biases.
5. To learn and practice civil discourse in a constructive community.
6. To learn to evaluate the quality, accuracy and appropriateness of evidence.

Teaching Guidelines and Best Practices

Nurturing Foundational Skills

FYS is a skills course, not a content-oriented course. If your topic is, say, *Mystery & Manners in Mesopotamia*, you won't primarily assess students on their content knowledge; instead, you'll use the subject as a lens to teach the skills of writing, reading, critical thinking, research, and verbal expression. Rather than taking quizzes on readings from a textbook, your students will be more likely to keep a reading journal (or engage in some other writing-to-learn activity). Rather than delivering lectures on "Flatware in the Bronze Age," you will be more likely to facilitate a class discussion to help students develop their verbal skills. *This latter point cannot be emphasized enough: FYS courses should be seminar-style, discussion-based courses. Lecture should be kept to a minimum in favor of small group and/or larger class discussion (e.g., Socratic discussions, think-pair-share exercises).*

Here are more general guidelines:

- Teach the writing *process* from idea generation through revision. Scaffold writing assignments (particularly the larger and more heavily weighted ones) so that students become familiar with the writing process. Include class activities and feedback that emphasize the components, , conventions, and techniques of writing, and how they change depending on rhetorical situation.
- Teach the research *process*. For assistance, connect with your FYS library liaison to teach your students how to use the library's resources. (Don't know who your library liaison is? Ask the library or the core office.)
- Include [Writing to Learn](#) activities.
- Diversify activities. Assign both written and oral work. Assign readings in a variety of genres and from a variety of sources. Give students a voice and choice in reading and writing assignments.
- Provide many opportunities to write. Frequency is key. Students should be writing all the time. More precisely, they should have at least one writing opportunity per week, but preferably more. These writing opportunities do not have to be formal essays, and they do not all have to be graded. Writing opportunities can occur during class time or outside of class time. Most of these opportunities should fall under the category of "writing to learn."

- Grade for depth not breadth. You are not obligated to provide feedback on every writing assignment, and if students are writing weekly, it would be nearly impossible to do so. We therefore encourage faculty to focus on providing more substantive feedback on fewer assignments (as opposed to more superficial feedback on all assignments). Also, since many students do not (or do not know how to) access the feedback given to them, provide feedback in one-to-one conversations, or discussing the most common writing errors you observe on a particular assignment (anonymized, of course) in class itself.
- Teach revision. Provide opportunities for students to revise their work in response to peer and professor feedback. When students receive feedback, the student learns a little. When the student *applies the feedback in a revised draft*, the student learns a lot. Writing is re-writing, as the old saying goes. Teach students how to rewrite by asking them to do it at least once per semester (after they receive a grade along with your feedback).
- Vary the assigned types of writing to teach rhetorical flexibility. You are not limited to essays; FYS instructors have taught students to write in such varied forms as poetry, slide decks, and professional/technical writing. *However, both argumentative and research-based writing should be included at least once (each) over the course of the year.* These two types of writing can be blended within a single assignment (e.g., an Op-Ed that incorporates research in its argument), but do not have to be combined. Include assignments that incentivize and inculcate close reading skills (e.g., Reading Reports, Argument Maps, etc.).
- Remember that classroom conversations go better when students feel comfortable with one another. Include [community-building exercises](#) and group work in your curriculum.
- Remember, also, that long-term success in college and beyond is correlated, in part, with the extent to which students develop significant and long-term relationships with professors. You've got FYS students for two semesters. Get to know them in conversation before and after class, through individual mentoring meetings, etc.

Cultivating Community, Fostering Connection, and Helping Students Navigate College

Achieving the FYS goals articulated above is already a tall order. However, studies have shown that strong FYS programs have a positive effect on student retention, and that the primary mechanism by which they achieve that effect is in helping students create community and feel connected to the university. In terms of the retention benefits of an FYS program, *the subject content matters far less than the opportunities for community building within the course.* Courses that engage in [activities intended to create community](#) and courses that center significant and [rich group discussion](#) have proven to be particularly effective in this regard. Students come to Butler with varying levels of college preparedness. In addition to building community and a sense of belonging, one of the primary aims of FYS is to help students succeed in college. We understand this to mean three things: 1) helping students develop the *academic skills* necessary to classroom success (e.g., skills related to studying, writing, reading, managing time, and conducting research), 2) assisting students in navigating co-curricular components of their education (e.g., advising and enrollment, financial aid, study abroad opportunities, etc.), and 3) making students aware of the many wraparound services the university provides (e.g., Student Health Services, Student Disability Services, Financial Aid, the Center for Academic and Professional Success). In the aggregate, we might call #2 and #3 the “hidden curriculum” of

college. Long-term, we hope to see instruction on this hidden curriculum integrated more thoroughly into FYS courses, and if it feels natural to you, please start doing so now. However, we recognize that many faculty will not feel equipped to help students in this way (either for lack of knowledge or time). For those interested, however, here are some of the ways the core office can help:

- Providing a [“How College Works” presentation template](#) through which you could work with your students.
- Providing a list of student service offices and contacts in them that you could invite to your classes for a 5-15 minute introduction.
- Working with the Director of the First Year Experience to offer [Peer Mentors](#) that work with specific FYS sections. The idea is that these more advanced students will act as informal mentors to your first-year students, helping them make connections, giving them informal advice and/or providing some classroom instruction (as you direct) on how to navigate college. We are already piloting this program, and would like to expand it further. If you think you would like to include a Peer Mentor in your FYS class/es, please contact the core office.

The FYS Advisory Committee

The FYS Advisory Committee is constituted by the FYS Area Director/s in consultation with the Faculty Director of the Core, and consists of 4-5 faculty members drawn from various FYS sections that are currently or frequently taught. Committee members are invited by the FYS Area Director/s at the beginning of each academic year. The Advisory Committee meets monthly, or more frequently, if necessary. Responsibilities of the committee may include the following, but these duties can also be borne by the FYS Area Director/s:

- Attending committee meetings
- Reviewing new course proposals
- Assisting in program-level assessment
- Discussing curricular issues related to FYS
- Helping build and sustain the FYS community

Operating Procedures

- FYS enrollment caps should be set at 18. Ordinarily, the core office will set initial caps lower and systematically raise/manage them with an eye toward ensuring relatively equitable enrollments.
- Students need only receive any passing grade (D- or higher) to fulfill the requirement.
- FYS courses may not count towards or be required in a major or minor.

- Students matriculating at Butler as first-year students and arriving in the fall must take FYS101 and 102 at Butler. There are no exceptions, and no transfer, advanced placement, or international baccalaureate credits will be accepted as a replacement for FYS.
- Unless practically impossible, students should remain in the same FYS course across both semesters of their first year, with the same professor and the same topic, meeting at the same time and with the same group of students, for the entire year.
- Normally, both fall and spring sections of an FYS sequence are taught by the same instructor. However, it is possible for two instructors to collaborate on the creation and delivery of an FYS sequence. In such cases, the theme and title of both semesters should remain the same (as is the case with regular FYS sequences), though the emphasis and approach could shift from one semester to the next (as if also sometimes the case with regular FYS sequences). Instructors teaching FYS in this way should make an effort to ensure continuity from one semester to the next (e.g., by coordinating in planning and finding ways to integrate the spring instructor into the course community before the first day of spring classes).
- Students matriculating first in the spring semester of their first year will take FYS 102, and a Texts and Ideas course *in addition to the Text and Ideas course required as part of the core curriculum*.
- If a student fails FYS101, they should still enroll in the related FYS102. Most 102 courses do not require 101 as a prerequisite.
- Students transferring to Butler after having attended another college or university who do not transfer in courses that fulfill the FYS requirement may substitute an additional Text and Ideas course for each semester missed. By permission of the Faculty Director of the Core, other Humanities courses may substitute for one of these Texts and Ideas courses. However, we will not double count a course for two or more areas of the Core. For example, Butler will not accept a single literature course for both T&I and FYS.
- Additional policies related to what may or may not fulfill the FYS requirement of the core (for current students, transfer students, and students who already have a collegiate degree) are available in the [relevant sections of the Butler University Bulletin](#).
- FYS Faculty are drawn from all colleges and departments across the University.
- Clusters of FYS courses are encouraged, along the lines of the successful “Living Lives that Matter” 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.

Global and Historical Studies

Mission Statement: Global and Historical Studies (GHS) asks Butler students to grapple with the complexity of the world and their place in it. It also seeks to cultivate a global mindset and prepare students to encounter an increasingly interconnected world. In so doing, GHS especially emphasizes the global connections between people, culture, history, and societies. GHS classes also ideally move beyond a simple embrace of multiculturalism and instead seek to advance the

university's mission in diversity, equity, and inclusion. In so doing, GHS uses global history to help students better understand and critique structures of inequality and to identify and challenge sources of global injustice.

GHS offers 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 a 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.

Student Learning Outcomes

1. To recognize human societies and cultures as dynamic, heterogeneous and constantly in conversation with one another.
2. To draw on a variety of sources and disciplines—including the arts, the humanities, and the social and natural sciences.
3. To recognize the role of human interactions—from the local to the global—in shaping diverse identities and inequalities.
4. To develop knowledge about historical moments, peoples, and places; and to appreciate the relationship between the past and the present.
5. To continue development of expository writing skills.

Teaching Guidelines and Best Practices

- Global and Historical Studies is intended to build upon and reinforce many of the skills learned in the First Year Seminar. In GHS, students will continue to work on expository writing, read and interpret a variety of historical and contemporary sources, learn how to deploy evidence to make cogent arguments, participate in debates and discussion, practice their speaking skills, and make larger connections between the past and the present. GHS also prompts students to think globally and to consider the perspectives, histories, viewpoints, and experiences of people who have lived outside of the United States. While one of the primary goals of GHS is to invite students to think about larger global phenomena, each class focuses on a specific region or theme that moves beyond the borders of traditional nation-states. As such, GHS courses emphasize the importance of diversity, confront global inequalities, and encourage students to think more deeply about issues of race, class, gender, sexuality, the environment, migration, labor, imperialism and colonialism, and basic structures of power as they exist around the world.
- All faculty are welcome to teach in GHS. However, faculty who do choose to teach in GHS are expected to have some amount of expertise in their particular area of instruction. There are also opportunities for faculty teaching within each section to hold workshops to review materials, discuss assignments, and collaborate on the design of their course. Faculty who

may be interested in teaching in GHS are welcome to attend these workshops and to work within the GHS community.

The GHS Advisory Committee

The GHS Advisory Committee is constituted by the GHS Area Director in consultation with the Faculty Director of the Core, and consists of seven faculty representatives who actively teach in GHS. Serving on the advisory committee is not limited to tenured or tenure-track faculty only; all are welcome. Committee members are invited by the GHS Area Director, in consultation with the Faculty Director of the Core, at the beginning of each academic year. The Advisory Committee meets monthly, or more frequently, if necessary. Responsibilities of the committee members include:

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

Operating Procedures

- GHS enrollment caps should be set at 25. Ordinarily, the core office will set initial caps lower and systematically raise/manage them with an eye toward ensuring relatively equitable enrollments.
- Students need only receive any passing grade (D- or higher) to fulfill the requirement.
- GHS courses may not count towards or be required in a major.
- Students should not enroll in a GHS course before they complete two semesters of FYS.
- There are no exemptions from GHS, though one of the two required GHS courses is waived as fulfilled by U.S. students who study abroad at a Butler-approved program (or programs) and successfully complete nine or more credit hours of coursework while abroad.
- 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 GHS Area Director.
- Generally speaking, no courses transferred from other universities will be allowed to fulfill the GHS requirement for current and continuing (as opposed to transfer) students.
- Additional policies related to what may or may not fulfill the GHS requirement of the core (for current students, transfer students, and students who already have a collegiate degree) are available in the [relevant sections of the Butler University Bulletin](#).
- All new GHS courses must be approved by the GHS advisory committee before they are submitted to the UCC. Besides assuring that new proposed courses align with the SLOs and best practices of GHS, the advisory board will also insure that a community of instructors exists to consistently offer the proposed course from semester to semester. In general, classes that are too niche or can only be taught by one instructor are discouraged.

Texts and Ideas

Mission: In Texts and Ideas (TI) courses, students develop the ability to read, analyze, and compare complex texts, while discussing ideas that have influenced society in different cultural and historical contexts. At the same time, TI courses also use the ideas promoted by assigned texts as an opportunity for students to examine: 1) their own and others' ideas, 2) how socially influential ideas emerge, 3) how they grow to be influential, 4) how they emerge from and structure particular societies, and 5) who promotes, benefits from, and contests them (and why). TI courses also teach students to express themselves more effectively in one or several genres (e.g., essays, oral presentations, blogs, websites, artwork) chosen at the discretion of the faculty teaching them.

TI courses interpret “text” broadly and engage with a variety of cultural artifacts (e.g., scriptural, philosophical, or literary texts, public speeches, paintings, symphonies, films, buildings, objects of design, song lyrics, books, magazines, journals, blogs and social media posts) as key venues for making meaning across distinct communities and disciplinary conventions. The “ideas” in “Texts and Ideas” should therefore likewise be interpreted broadly.

Student Learning Outcomes

1. To critically reflect on the history, legacy, and social construction of influential texts and ideas
2. To comprehend complex texts and ideas through regular practice engaging with, comparing, and interpreting them
3. To express themselves effectively across relevant mediums and modalities (e.g., papers, discussions, presentations, podcasts, websites, blog posts, etc.)

Teaching Guidelines and Best Practices

- While TI courses continue certain elements of FYS courses (e.g., the emphasis on writing and, where appropriate, research skills), they are intended, first and foremost, to help students learn gain confidence and ability reading and interpreting challenging texts, and to help them gain the ability to sympathetically understand and analyze arguments, while expressing their own ideas effectively.
- TI courses should incentivize reading. One way to incentivize reading, of course, is to assign compelling texts and surround them with rich classroom discussion, such that students will be intrinsically motivated to read. TI faculty should not hesitate, however, where it seems appropriate, to incentivize reading in other ways, e.g., through low stakes reading quizzes, by calling on students in class for a reading summary, or by requiring regular reading

responses or argument maps, etc. Practicing and developing reading skills is of critical importance to TI courses.

The TI Advisory Committee

Decisions on matters related to TI are made primarily by the TI Area Director. However, for special situations (e.g., revising SLOs, assessment), the TI Area Director, in consultation with the Faculty Director of the Core, may assemble an ad hoc committee of whatever number of members is appropriate to the task, and attempting to achieve relatively equal representation from the departments with the greatest stake in TI.

Operating Procedures

- TI enrollment caps should be set at 25. Ordinarily, the core office will set initial caps lower and systematically raise/manage them with an eye toward ensuring relatively equitable enrollments.
- Students need only receive any passing grade (D- or higher) to fulfill the requirement.
- In addition to fulfilling the TI requirement by taking a TI course, students may fulfill the TI requirement by successfully completing at least nine hours in the humanities, including most English, History, Philosophy, and Religious Studies courses, and/or literature courses taught in classical and modern languages (but excluding language courses, creative writing courses, and logic courses—a stipulation of the original 2005 core document).
- Students who are transferring into Butler from another university (*not* current Butler students taking courses elsewhere) may fulfill the TI requirement with at least 3 credits in cultural studies, and/or great books, literature, text-based courses (e.g., in religion and philosophy), or humanities-based courses. However, we will not double count a course for two or more areas of the Core. For example, Butler will not accept a single literature course for both T&I and FYS. For more, see the [relevant sections of the Butler University Bulletin](#).

Perspectives in the Creative Arts

Mission: Perspectives in the Creative Arts (PCA) courses 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 in the creative arts.

Student Learning Outcomes

1. To develop cognitive and affective appreciation for the process and products of artistic creation.

2. To participate actively in the creation of an aesthetic product.
3. To reflect on the nature and sources of aesthetic value.
4. To develop habits of participation in artistic and cultural events that lead to lifelong engagement with the creative arts.

Teaching Guidelines and Best Practices

- PCA courses are designed to teach students how to develop both cognitive and affective appreciation for the process and products of artistic creation. The course will actively focus on the creation of an artistic product/s. PCA courses also require students to reflect on the nature and sources of aesthetic value and to develop habits of participation in artistic and cultural events that will continue the student's engagement within the creative arts.
- Courses eligible for PCA credit must have a substantial "making" component, requiring students to actively create art rather than just studying it theoretically or historically. As a general rule, PCA instructors should strive to devote at least half of course content and assignments to the process and creation of art.

The PCA Advisory Committee

The PCA Advisory Committee is formed by the PCA Area Director/s in consultation with the Faculty Director of the Core. It typically consists of five individuals from each area of study related to PCA courses, which include creative writing/poetry, music, theater, dance, and visual art. Committee members are invited by the PCA Area Director at the start of every academic year. The Advisory Committee holds meetings twice a semester, or more often if needed. The responsibilities of the committee members include:

- Attending committee meetings.
- Advising the PCA Area Director.
- Reviewing new course proposals.
- Assisting in assessment.
- Discussing curricular issues related to PCA.

Operating Procedures

- PCA enrollment caps should be set at 25. Ordinarily, the core office will set initial caps lower and systematically raise/manage them with an eye toward ensuring relatively equitable enrollments.
- Students need only receive any passing grade (D- or higher) to fulfill the requirement.
- Students may fulfill the PCA requirement of the core through successful completion of at least 9 hours in the arts (including art, dance, theatre, music, digital media production, recording industry studies, or creative writing).
- The PCA requirement may not be fulfilled with AP or IB credit alone, however, credit granted for AP or IB courses may count towards the 9 credit hours in the arts through which the PCA requirement may be satisfied.

- Current and continuing Butler students wishing to satisfy the PCA requirement with courses taken at other institutions can only do so if the courses in question include a “making” component (as described above). They should have the transfer equivalency approved by the core office *before* taking it to avoid any ambiguity.
- Students attending another college or university who are now transferring to Butler may fulfill the PCA requirement with any 3-credit arts-based course. For such students, the “making” requirement is waived.
- Additional policies related to what may or may not fulfill the PCA requirement of the core (for current students, transfer students, and students who already have a collegiate degree) are available in the [relevant sections of the Butler University Bulletin](#).

The Social World

Mission: 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. 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.

Student Learning Outcomes

1. To study selected questions about human beings and the social, cultural, economic and political world in which they are embedded.
2. To develop an understanding of the variety of quantitative and/or qualitative research methods social scientists use to study the social world.
3. To develop the ability to discern the social, scientific and ethical dimensions of issues in the social world.
4. To understand the interaction between a society’s values and its definitions of social problem.

Teaching Guidelines and Best Practices

- Social World courses must address each of the student learning outcomes in some way. Most of the SW courses are lecture courses, but some also function as seminars, and there is no required format.

The SW Advisory Committee

An SW Advisory Committee is constituted only when necessary. Decisions for SW are primarily made by the SW Area Director. In the event of necessary changes to the SLOs or in assessment years, the SW Area Director, in consultation with the Faculty Director of the Core, will call

together an ad hoc committee. Such committees generally consist of faculty members currently teaching in SW who have taught SW courses for multiple semesters.

Operating Procedures

- SW enrollment caps should be set no lower than 25. Ordinarily, the core office will set initial caps lower and systematically raise/manage them with an eye toward ensuring relatively equitable enrollments.
- Students need only receive any passing grade (D- or higher) to fulfill the requirement.
- In addition to fulfilling the SW requirement by taking an SW course, students may fulfill the SW requirement by successfully completing at least 9 hours in the social sciences, including anthropology, education, international studies, journalism, organizational communication and leadership, media, rhetoric and culture, strategic communication, political science, sociology, economics, psychology, STS, or communications science and disorders.
- Students who are transferring into Butler from another university (*not* current Butler students taking courses elsewhere) may fulfill the requirement with at least 3 credits of courses in the social sciences (as listed above). For more, see the [relevant sections of the Butler University Bulletin](#).

The Natural World

Mission: In Natural World (NW) 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.

Student Learning Outcomes

1. 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 social issues.
2. To develop an understanding of the methods of natural science and a capacity to reason scientifically.
3. To experience first-hand the scientific process method through discovery based learning

Teaching Guidelines and Best Practices

- NW courses are primarily designed to have two components: lecture and lab. These two components are essential to expose students to new information and explore different techniques in a lab setting. A lab experience might also include discovery-based learning through experimentation, including implementation of the scientific method, data collection, data analysis, and the interpretation of data.

- NW courses should introduce students to scientific theories and how they are related to our understanding of broader societal issues. They can learn how to interpret the scientific process and how it relates to their daily lives. Evidence-based decisions are important to evaluate arguments and claims in the media or to make an appropriate decision, especially in the face of misinformation. For example, public health is an area requiring informed decisions about how to fight pandemic disease (i.e., whether to get a COVID vaccine), how to deal with an aging population, or how to avoid scams. Students should also develop an understanding of the methods of natural science and a capacity to reason scientifically.

The NW Advisory Committee

The NW Advisory Committee is constituted by the NW Area Director/s in consultation with the Faculty Director of the Core, and generally includes 3-4 people drawn from among NW instructors who teach in biology, chemistry, or physics. Committee members are invited by the NW Area Director at the beginning of each academic year. The Advisory Committee meets monthly, or more frequently, if necessary. Responsibilities of the committee members include:

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

Operating Procedures

- NW lecture/lab enrollment caps should be set no lower than 24/12 (with a presumption of two lab sections per lecture), and preferably somewhat higher if laboratory space allows. Ordinarily, the core office will set initial caps lower and systematically raise/manage them with an eye toward ensuring relatively equitable enrollments.
- Students need only receive any passing grade (D- or higher) to fulfill the requirement.
- Students in natural science fulfill the NW requirement through coursework in their majors. Other students fulfill the NW requirement either by taking an NW course or by successful completion of at least 8 hours of laboratory science.
- For **current and continuing Butler students** wishing to take a NW equivalent course elsewhere: Only courses that bear at least 5 credits and include a laboratory component will be considered as equivalent to a NW course.
- For students **transferring to Butler from another university**: A science course with a lab that bears 4 or more credits (or two science courses, one of which is a lab, which together bear at least 4 credits) *may* be considered as equivalent to NW (but only after review by the NW Area Director).
- Additional policies related to what may or may not fulfill the NW requirement of the core (for current students, transfer students, and students who already have a collegiate degree) are available in the [relevant sections of the Butler University Bulletin](#).

Analytic Reasoning

Mission: Analytic Reasoning courses assist students in developing capacities for quantitative and analytic reasoning and for understanding their place in natural and social sciences and, more generally, in personal and public life.

Student Learning Outcomes

1. To demonstrate capacities for quantitative and analytic reasoning.
2. To apply these capacities in a variety of practical contexts to the natural and social sciences.

Teaching Guidelines and Best Practices

- AR courses should emphasize critical thinking and not just rote memorization of formulas. AR is supposed to be “student discovery based,” so instead of just lecturing, try to have students work together on problems to discuss the best way to find an answer.
- Many of the students taking an AR are very apprehensive about taking a “math” class and need to be put at ease that algebra is not a prerequisite and the content in AR is different from that in typical high school math courses.

The AR Advisory Committee

- Decisions on matters related to AR are made primarily by the AR Area Director. However, for special situations (e.g., revising SLOs, assessment), the AR Area Director, in consultation with the Faculty Director of the Core, may assemble an ad hoc committee of whatever number of members is appropriate to the task, attempting to achieve relatively equal representation from the departments with the greatest stake in AR.

Operating Procedures

- AR enrollment caps should be set at 24, generally speaking (and 22 for AR220). Ordinarily, the core office will set initial caps lower and systematically raise/manage them with an eye toward ensuring relatively equitable enrollments.
- Students need only receive a passing grade (D- or higher) in each of the associated courses to fulfill the requirement.
- Current Butler students can satisfy the AR requirements in any of the following ways:
 1. Completing any AR course
 2. Completing MA162 Elementary Statistics
 3. Completing MA106 Calculus and Analytic Geometry 1
 4. Completing **both** MA104 Differential Calculus 1 with Review **and** MA105 Integral Calculus 1 with Review
 5. Completing a degree in the Lacy School of Business
 6. Completing at least 5 total credit hours of Mathematics-MA (numbered MA126 or higher), Computer Science-CS, Software Engineering-SE, and/or Data Science-DS courses

Students who are transferring into Butler from another university (*not* current Butler students taking courses elsewhere) may fulfill the AR requirement by transferring in at least 3 credits in courses above college algebra. For more, see the [relevant sections of the Butler University Bulletin](#).

Well-Being

Mission: The Well-Being Core Curriculum at Butler University is committed to promoting a holistic approach to health and well-being, grounded in the principles of equity, diversity, and inclusion. We create an intellectually stimulating environment where students explore and integrate diverse perspectives on well-being, fostering personal growth and resilience. Our curriculum empowers students to develop the knowledge and skills necessary to enhance their physical, mental, emotional, and social well-being, preparing them to lead balanced and purposeful lives.

Student Learning Outcomes

1. To develop a plan for lifelong habits of good health across multiple dimensions of well-being
2. To articulate an increased awareness of the centrality of health and wellness for pursuit of a good life

Teaching Guidelines and Best Practices

- **Create an Inclusive Environment:** Foster an atmosphere that is welcoming, respectful, and supportive for all students, encouraging open dialogue around well-being from diverse cultural, social, and personal perspectives.
- **Incorporate Evidence-Based Practices:** Ensure that the content is grounded in research and includes scientifically supported methods for improving mental, physical, emotional, and social well-being.
- **Use Experiential Learning:** Include practical exercises, such as mindfulness sessions, physical activities, or stress management techniques, to allow students to experience and reflect on various well-being practices firsthand.
- **Address Holistic Well-Being:** Offer a balance of courses and content to address multiple dimensions of well-being (physical, mental, emotional, and social), helping students understand how these areas intersect and impact their overall health.
- **Encourage Reflection and Self-Awareness:** Incorporate regular opportunities for students to reflect on their personal well-being, challenges, and progress, promoting self-awareness and intentional growth.
- **Model Well-Being:** Demonstrate well-being practices as an instructor by modeling healthy behaviors, setting boundaries, and sharing personal insights on maintaining balance.

The WB Advisory Committee

- The Well-Being Core Curriculum Standing Committee is composed of three designated members: the Well-Being Core Area Director, who provides leadership and oversight for the WB curriculum; a second faculty member, who brings additional academic expertise and perspective; and the Associate Director for Wellness & Safety Programs, who contributes specialized knowledge in wellness initiatives. This committee is responsible for ensuring that the curriculum aligns with the university's mission and supports the holistic well-being of students.

Operating Procedures

- Standalone WB course enrollment caps should be set at 25. Ordinarily, the core office will set initial caps lower and systematically raise/manage them with an eye toward ensuring relatively equitable enrollments. Regular courses with a WB *designation* may have different course enrollment caps as dictated by their discipline, etc.
- Standalone WB courses are pass-fail, and students need only pass the course for credit. Regular courses with the WB designation may be grade-bearing. If so, students need only receive any passing grade (D- or higher) to fulfill the requirement.
- Students may fulfill the WB requirement by taking a standalone WB course, by taking a regular course that bears the WB designation, or by completing three credits of activity-based and wellness courses, including specific DA and PE courses (see [this document](#) for more details). Courses not on this list require the pre-approval of the WB Area Director.
- Transfer students who have successfully completed at least one semester as a member of a college athletic team will fulfill their WB requirement. Students seeking this variance must reach out to the WB Area Director for approval.
- Students who have successfully completed military boot camp or enrolled in ROTC fulfill their WB requirement through those experiences, but to do so must request a variance for the WB requirement by contacting the WB Area Director.
- Intercollegiate athletes and student managers may enroll in WB 166.
- Student members of the Butler University Cheerleading squad and Dance Team may enroll in WB 141-01 and WB 141-02, respectively, to fulfill the WB requirement.

Social Justice and Diversity

Mission Statement: Butler University was founded on the principles of diversity, equality, and inclusivity. The Social Justice and Diversity (SJD) requirement reaffirms these founding principles. Students must take one course in any part of the University that exposes them to critical scholarship on the root causes of marginalization and inequity and how to counter it.

According to the [John Lewis Institute for Social Justice](#):

“Social justice is a communal effort dedicated to creating and sustaining a fair and equal society in which each person and all groups are valued and affirmed. It encompasses efforts to end

systemic violence and racism and all systems that devalue the dignity and humanity of any person. It recognizes that the legacy of past injustices remains all around us, so therefore promotes efforts to empower individual and communal action in support of restorative justice and the full implementation of human and civil rights. Social justice imperatives also push us to create a civic space defined by universal education and reason and dedicated to increasing democratic participation.”

Student Learning Outcomes

1. To recognize multiple and intersecting dimensions of identity and inequity through the study of critical scholarship on the historical, cultural, political, and/or social experiences of marginalized communities.
2. To identify and explain the causes and impact of privilege, power, and oppression and cultivate tools for overcoming conflict and promoting equality.
3. To recognize and critique local, national, or global conditions that enable, perpetuate and/or challenge social injustice and inequity.

Teaching Guidelines and Best Practices

- Courses that are a semester long and include a study abroad component are welcomed.
- SJD courses are not merely DEIB courses. Social Justice elements must be included. To that end, all SJD designated courses must require students to engage in critical theory scholarship that interrogates oppressive systems and structures and that consider and challenge how we can arrive at a more just society.
- SJD courses must bear a minimum of 3 credit hours.
- The SJD designation may be combined with other designations (e.g., ICR).
- In general, and to honor the time it takes many students to process the ideas presented in SJD, SJD courses must run for at least ten weeks.
- It is recommended that anyone wishing to propose an SJD course reach out to the SJD Area Director or members of the Advisory Committee for guidance or mentorship in advance of submitting their proposal.

The SJD Advisor Committee

The SJD Advisory Committee, convened by the SJD Area Director, consists of faculty representatives from across the university’s six colleges and the library, plus such additional members as are deemed necessary to ensure fair representation of the disciplinary expertise relevant to implementation and assessment of this requirement. Expertise in teaching or research in Social Justice and/or Diversity are desirable, although it is understood that some members may be developing this expertise at the time they serve. Members of the committee will be chosen either by each college or the library and/or will be sought by the SJD Area Director and serve three year-long terms to be renewed at the discretion of the college or library and/or the SJD Area Director.

Responsibilities of the committee include:

- Attending committee meetings

- Advising the SJD Area Director
- Discussing curricular issues related to SJD
- Reviewing new SJD course proposals and instructors
- Assisting in assessment
- Assisting to development and offering of professional development opportunities related to teaching in SJD
- Mentoring and advising SJD instructors and those interested in proposing SJD courses.

Operating Procedures

- All students are required to complete a minimum of a three (3) credit hour course that has been approved to bear the SJD designation.
- Students need only receive any passing grade (D- or higher) to fulfill the requirement.
- There are no variances, waivers, or course equivalencies for SJD courses for current Butler students. Current students must satisfy the requirement by taking a designated SJD course. However, the SJD Area Director can be consulted in special cases.
- Students transferring into Butler from another university (*not* current Butler students taking courses at another university) may be able to have courses taken elsewhere approved for SJD credit by the SJD Area Director. Students wishing to do so should communicate with the SJD Area Director, but the onus is on the student to provide a detailed syllabus and make the argument that the course they wish to transfer in fulfills the SJD SLOs. For more on transfer credit policies as they pertain to SJD, please see the [relevant sections of the Butler University Bulletin](#).
- Some SJD courses bear the SJD designation regardless of the instructor. Others are instructor-dependent. The latter is particularly common in GHS and FYS. Advisors and those enrolling in courses are encouraged to bear this in mind.
- In situations where some sections of a course approved for SJD credit receive the SJD designation and others do not, it is the prerogative of the SJD Area Director, in consultation with the SJD Area Committee, to grant or not grant the designation.
- The SJD Area Director will work with R&R to check that each semester's schedule is accurate in this regard, but Departments and Programs are also responsible for ensuring that designations have been assigned correctly.

For more about the SJD requirement, the philosophy that undergirds it, and the guidelines and procedures for teaching or proposing an SJD course, please see this document.

Indianapolis Community Requirement

Mission Statement: 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. ICR courses can accelerate the process whereby students master the skills of their respective disciplines, enhance their understanding of personal and social responsibility, develop intercultural competencies, and foster civic mindedness. The ICR requirement:

- Reinforces skills learned in the classroom and demonstrates the relevance of academic work for students' personal and professional development.
- Broadens cultural competency and increases awareness of current societal issues as they relate to academic areas of interest.
- Improves interpersonal skills.
- Promotes student development and civic responsibility.
- Widens networks and affiliations within the Indianapolis community for references, internships, and job placement.
- Furthers independent learning and problem-solving skills.

Student Learning Outcomes

1. To have an active learning experience that integrates classroom knowledge with activities in the Indianapolis community.
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.
3. To further students' commitment to service and ongoing involvement as community actors.

Teaching Guidelines and Best Practices

- ICR courses involve students in a wide range of reciprocal community partnerships wherein they can integrate classroom knowledge with active experiences in the Indianapolis community.
- Service-learning pedagogies (academic learning linked to relevant community service) provide one model for ICR courses, but courses based on models from the SENCER (Science Education for New Civic Engagements and Responsibilities) project, or the Critical Listening initiative of Butler's Center for Citizenship and Community (CCC) can also satisfy the ICR. Have a conversation with Hanako Gavia, Associate Director of Student Experience and Engagement, for more options.
- ICR courses require some coordination beyond what faculty might be accustomed to for traditional courses. However, faculty generally report that the benefits far outweigh the disadvantages. Moreover, the Office of Student Experience and Engagement provides staff and student worker resources to help develop and manage relations with community partners, arrange transport, log student engagement hours, etc. (The student workers are called Advocates for Community Engagement, or ACEs.) See [this website](#) for more.
- Because there is periodically confusion about how ICR works, or which courses are ICR, and for a variety of other reasons, students are required to sign [this form](#) at the when enrolled

in a designated ICR course to acknowledge they understand liability and expectations of being in an ICR course.

The ICR Advisory Committee

- The ICR Committee comprises the ICR Area Director, the Associate Director of Student Experience and Engagement, and representative from each of the colleges. Duties include:
 - Approving ICR course proposals
 - Offering faculty development for community engagement (CE) courses (one event per semester minimum)
 - Aiding in Assessment and course development
 - Reviewing and approving policies around CE (when asked by ICR Area Director)
 - Providing resources for faculty - managed by Associate Director of Student Experience and Engagement on preferred platform, e.g., suggested readings and assignments or sample reflections.

Operating Procedures

- There are no waivers or variances for ICR.
- ICR courses must involve a minimum of 20 hours of community engagement which can either constitute a part of or be required *above and beyond* the general norm of 3 hours of work per week.
- Students need only receive any passing grade (D- or higher) in the course to fulfill the requirement. However, it is possible to pass a course and fail to satisfy the ICR requirement attached to it (for example, failing to complete the twenty hours of required community engagement or not turning in reflection assignments). Faculty must both assign a grade and then indicate (on the same site where grades are entered) whether the ICR component has been satisfied.
- In situations where some sections of a course approved for ICR credit receive the ICR designation and others do not, it is the prerogative of the ICR Area Director to grant or not grant the designation, and the responsibility of the ICR Area Director to work with R&R to be certain each semester's schedule is accurate in this regard.
- The ICR can be satisfied through designated courses in the core curriculum, in the student's major, or taken as electives.
- Each course is required to have pre- and post-engagement reflection assignments. Talk to the ICR director for more specific guidelines on this topic.
- Permission numbers for ICR courses are managed by the chair of the department affiliated with the course being offered.
- There are two categories of ICR:
 - **ICR Optional**—Students must select the “Requirement Designation” option when enrolling in the course if they wish to use this course to fulfill ICR, and then must complete at least twenty 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 ICR and requires all students to complete at least twenty hours of engagement in a course-specific project that connects experience in the Indianapolis community with academic learning goals within the classroom. Even with ICR required courses, a student could pass the course but not fulfill the ICR requirements.

Butler Cultural Requirement

Mission: Butler University has 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 is to engage students in these most 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.

For a list of approved events, please check the [BCR calendar](#). The BCR calendar is updated throughout the year. Please check back regularly for new events.

Student Learning Outcomes

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

How Can I Get My Event Designated as a BCR Event?

- Certain events in recurring university lecture and performance series are automatically granted BCR status. Beyond this, if a classroom instructor plans an educational event with relevance to one or more of their courses and is willing to allow other students to attend, then the event is eligible for BCR status. To acquire it, the instructor must contact the Core Curriculum Coordinator.
- Timing is essential. In response to a University Task Force, the Core Office is strongly encouraging that all BCR events be proposed well *before the start of the semester in which they will occur*. Among other advantages, this allows faculty to recommend or require BCR events planned by other faculty on their course syllabi. All faculty and staff will receive announcements about the proposed deadline for each semester through regular university communication channels. Exceptions can be made, but are dependent on the ability of the Core Office to manage the administrative and technological requirements of creating BCR events in time for the event.
- When considering whether or not to sponsor a BCR event, instructors should consider the following:
 - Has there been enough time for the event to be publicized, for instructors across the university to be aware of its existence and suggest it to their students? “Last minute”

events always happen; but bear in mind that the later the event appears on the BCR calendar, the fewer the number of students that will be likely to attend.

- Is the event accessible to all students?
- Each approved BCR event will be given a QR code by the Core Office. This QR code will be shared with the sponsoring faculty member and should be displayed before and/or after the event. Students must scan the QR code to find instructions on how to record their attendance. The QR codes are only live and functioning during the event.

The BCR Advisory Committee

There is no standing BCR committee. Decisions about which events to grant BCR status are made by the Faculty Director of the Core and the Core Curriculum Coordinator.

Operating Procedures

- There are no transfers, variances, or equivalencies accepted for the BCR requirement, except in extraordinary circumstances. Contact the Core Office for details.
- Butler requires that students attend eight BCR events during their years in attendance at Butler. Transfer students may adjust their requirements accordingly: a student in residence for only four semesters is only required to attend four events. Non-transfer students who complete their degree early are still required to attend eight BCR events before they graduate.

Assessment

The Core Office recommends that assessment of each area be done once every three years, and that the ad hoc committees that are formed to carry out assessment also be responsible for recommending changes (if necessary) to the Area Director and the Faculty Core Director. If the assessment committee recommends changes to the SLOs or pedagogical methods, the relevant Area Director will consult with the Faculty Core Director to make a plan about how to proceed. The plan could include further consultation with the assessment committee, or the formation of a broader committee drawn from those who regularly teach in the relevant area of the core. But in the end, it is up to the Area Director and the Faculty Director of the Core to determine what to do with the assessment committee's recommendations.

It is not necessary to assess more than one SLO in any one cycle. However, if it is possible and simple to assess two or more SLOs in a single cycle, it is recommended to do so simply because of the fact that assessment is done only every three years.

Core Area Directors and their advisory committees (for areas that have them) are charged with oversight of assessment for their respective areas. Area Directors are responsible for contacting individual faculty teaching in that area to inform them about the assessment process and

indicate that they will be asked to supply artifacts to the Core Office. The Office of Institutional Research and Assessment assists in assessment by identifying random samples. Once those samples are received, the Core Office redacts and organizes artifacts before returning them to the Area Director for processing.

In most cases, assessment meetings are held in mid-May, soon after Commencement. By the beginning of the previous fall semester, the relevant Core Area Director will have to have determined which SLOs are being assessed and how (i.e., through syllabi or paper/test/project artifacts, or both) so that the appropriate materials can be collected from all relevant courses *in both semesters*. Then, as the May meeting approaches, it is advised that the Area Director have already determined what the assessment process will look like (e.g., through the development of rubrics), so that the assessment committee can complete its work in no more than one to three days. The Core Office can arrange and pay for meals and coffee during the committee's working days, and those who participate receive small stipends from the Core Office as a token recognition of their labor. A final report should be submitted to the Core Office by the Core Area Director by June 30th, and both the assessment report and a plan of action, decided upon in consultation with the assessment committee and the Faculty Director of the Core, should be shared with the Core Governance Committee in the following fall semester.

Generally, then, the assessment schedule would look like this:

- Late summer/early fall: Faculty Director of the Core notifies Core Area Director that they need to conduct assessment in that school year
- Early fall: Core Area Director determines which SLO/s to assess (based on prior assessment cycles) *and* what documents will be needed to assess it (syllabi or artifacts).
- Early fall: OIRA is notified of impending assessment and provides randomized list of students in each class form which artifacts will be collected (if artifacts are being collected)
- Late fall: Area Director works with Core Curriculum Coordinator to collect artifacts
- Early spring: OIRA is notified of impending assessment and provides randomized list of students in each class form which artifacts will be collected (if artifacts are being collected)
- Middle of spring semester: Core Area Director invites colleagues to join assessment committee
- Late spring: Area Director works with Core Curriculum Coordinator to collect artifacts
- End of spring semester: Area Director develops assessment procedures (rubrics, etc.)
- Just after Commencement: Area Director meets with assessment committee to conduct assessment
- Late June: Area Director submits final report to Faculty Director of the Core
- Fall semester of following year: Faculty Director of the Core shares and discusses report and suggested changes with Core Governance Committee.

Note: Some areas may decide to conduct their assessment meetings over the winter break. If so, the schedule above would of course need to be adjusted.

Recent and Future Assessment Schedule

Area	2022	2023	2024	2025	2026	2027	2028	2029	2030
FYS		x			x			x	
GHS	x		x			x			x
TI	x			x			x		
AR		x			x			x	
NW		x			x			x	
WB		x			x			x	
PCA	x		x			x			
SW		x			x			x	
SJD			x			x			x
ICR			x			x			x

Appendix 1: Philosophical Principles of the Core Curriculum³

We take the broadest goal of liberal education to be to develop students' capacities to lead a good life; one characterized by knowledge of self, consideration for others, engagement in local and world communities, aesthetic discernment, enthusiasm for the life of the mind, and passion for life's work.

Butler University is home to seven colleges all of which believe that the university's first responsibility is the liberal education of its students. The human capacities we develop in the core education experience are general and hence can be put to use in all parts of a person's life. Intellectual capacities allow us to understand the nature of ourselves and of the natural and social world in which we live. Moral and ethical capacities help us discern what is good, and pursue such principles as justice, fairness, kindness, and service. Aesthetic capacities enable us to see relationships among form, pattern, harmony and shape and take pleasure in beauty.

Because we seek to develop capacities rather than just impart information, how we teach our students is as important as what we choose to teach them. Capacities such as the ability to think critically or appreciate aesthetic relationships can be developed through their exercise in any number of content areas; and regardless of content, these capacities will not be developed without a pedagogy that places the responsibility for learning on the students themselves.

While we cannot hope to adequately survey the great ideas and dilemmas of human civilization, core education must at least apprise students of the nature and scope of such ideas and dilemmas from across different times and cultures. Our curriculum must engage these ideas and dilemmas at three levels— the levels of self, community and world. At the level of self, we must introduce students to great questions and ideas concerning the nature of ourselves as individuals. What makes us, materially, emotionally and spiritually, who we are? At the level of community we should help students examine the nature of the social, political, economic relationships that connect themselves to those around them. At the level of world, we should seek to increase students' awareness and understanding of peoples, ideas, institutions and cultures that lay beyond the communities in which they are immediately engaged. At all three levels, we should engage students both intellectually and morally; and at all three levels, we should engender an appreciation of the interplay between human universals and cultural particularities.

³ The text of this section is identical to the statement of principles endorsed by the Faculty Assembly on September 10, 2004, and included with the original guiding documents of our current (but since often revised) core curriculum. We include it here for historical reference, not necessarily as a perfectly accurate indicate of current thinking on these matters.

To achieve these goals at Butler, core education at Butler should have the following characteristics:

- The core curriculum should embody the University's mission of "fostering a stimulating intellectual community built upon interactive dialogue and inquiry among faculty, staff and students."
- The core curriculum should encourage shared educational experiences, but it should also allow both faculty and students choices to pursue their particular interests and aptitudes.
- All five colleges should share ownership of the core curriculum and integrate its values, skills and goals into the major programs in ways that can be assessed.
- All five colleges should commit faculty to teach in the core.
- There should be central oversight of the Core Education program in order to provide advocacy in administrative discussions, to facilitate staffing, and to ensure ongoing consistency with our philosophical and pedagogical goals.
- Because there are elements of the Butler core that are distinctive, we should place limitations on the amount of the core which can be satisfied by AP or transfer credit, while making allowances for students who enter Butler later in their undergraduate career.
- In order to convey the central importance of the core in the education of our students and to better build the academic community, we should construct a core that can and will be taught largely by tenure stream faculty. We should recruit, hire, and develop a tenured faculty sufficient in number and equipped with the necessary skills to teach the core while maintaining the integrity of the major programs.