

**General Education Committee Meeting**  
**January 25, 2012**  
**UL 1116**  
**Presiding: Kathy Johnson**

**Present:** Sarah Baker, Margie Ferguson, Stephen Hundley, Kathy Johnson, Carole Kacius, Danny King, Jennifer Lee, Amy Maldi, Deb Mesch, Pamela Rettig, Jeff Watt

Johnson welcomed committee members, and introductions were made. She thanked everyone for being a part of the process. She reviewed how a task force was formed a year ago. Part of the discussion last year was whether IUPUI should be a LEAP campus. There was also discussion about what that meant. They concluded that much of the rigidity regarding a common general education core curriculum is within the School of Liberal Arts and the School of Science. At the recent meeting about general education, people thought there should be a campuswide discussion about this process. Deans were asked to nominate a person to represent their schools at these meetings. This is not meant to be an exclusive group, but the small group is meant to facilitate a nimble process to develop a model to start campus discussions. This is meant to be an open process.

Johnson reminded the committee that our campus will have to do something fairly soon given the statewide urgency of the issue. Indiana is one of many states moving toward a performance-based model in higher education. One metric will be improvement in degree production. ICHE has made some recommendations. Another thing that is being discussed is assessment. ICHE is charging each public institution in the state to develop a general education core. They would like for students to be able to move across institutions easily. Students will then receive credit for having attained that core. Johnson reviewed the Ivy Tech's articulation agreements and IUB's Common Ground core curriculum. Currently, there is no general education core at IUPUI. This makes it difficult when students change majors. If students could transfer across degree programs in different schools, it would reduce time to graduation.

The committee discussed the following points:

- This process should build on the PULs.
- The general education core curriculum is the starting point. This will articulate what an IUPUI graduate will know.
- What is unique about a degree from IUPUI? Should every student know what it means to be healthy? Should every student be required to take a certain class around a common theme (such as health science)?
- Some schools may only be able to adopt a general education core curriculum in spirit. We need to decide on 30 or so credit hours for the common core. Some schools have accreditation issues to consider.

Ferguson led the committee in a SWOT analysis (strengths, weaknesses, opportunities, and responding to threats). Committee members were asked to do a SWOT analysis while considering the following questions:

1. What do you consider to be campus strengths that could be integrated into a core curriculum?
2. What weaknesses could be improved?
3. What opportunities could we try to take advantage of through the creation of a common core?
4. How might we proactively respond to threats?

The committee divided into groups and then reconvened to discuss their responses:

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• PULs (should not be abandoned)</li> <li>• University College</li> <li>• First-year experience programs</li> <li>• Why not both? PULs and RISE</li> <li>• Independence of individual schools</li> <li>• Urban environment</li> <li>• Huge variety of programs and course work</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of ongoing individual curricular analysis (may vary by program)</li> <li>• Common understood core of courses</li> <li>• Perception and communication problem with undergrad education (and sequencing of courses)</li> <li>• Traditions</li> <li>• Difficult for students to engage in urban setting</li> <li>• Students more committed to their core school than the university</li> <li>• Diversity of schools and finding agreed-upon core</li> </ul>
<b>Opportunities</b>	<b>Responding to Threats</b>
<ul style="list-style-type: none"> <li>• Use University College as an “upstream resource”</li> <li>• Learn best practices from other schools</li> <li>• Encourage faculty to examine entire curriculum</li> <li>• Increase efficiency to slim down curriculum to get closer to 120 hours and to goals of PULs</li> <li>• Transferability issues</li> <li>• Equality of course with other institutions (for transfer issues)</li> <li>• Bridging schools</li> <li>• Teach our students to engage in global thinking (PULs)</li> <li>• Encourage students to get a minor or certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Ivy Tech driving the conversation</li> <li>• Inadequate inclusion of stakeholders</li> <li>• Will have more students coming in with large core of courses (will create an isolating effect)</li> <li>• Need more full-time faculty</li> <li>• Decrease dependence of part-time faculty</li> <li>• Show value in the quality of teaching</li> <li>• Equating education with job training</li> </ul>

After discussing the SWOT analysis, the committee discussed the following points:

- We are close to a core curriculum now. Many schools already require common areas (such as composition, etc.).
- The general education core curriculum may converge around categories rather than a list of courses. Should these categories be mapped to the PULs?
- Have some of the PULs been ignored?
- We need to build a general education core curriculum on integrative learning and things that are uniquely branded to IUPUI.

Johnson showed a graph of how the general education core curriculum could work. The inner core numbers will have to go down. The wedge at the top is so schools can specify things for foundational courses. Should the general education core curriculum be diffused throughout the curriculum or should it be for the beginning of students' academic process? This should be up to the school. The committee discussed this as well as the following:

- General education should not be outsourced; it should be assessed by each discipline. Is this discussion taking us back a decade?
- The Ivy Tech core curriculum recommendations should be mapped to the PULs. Any general education core curriculum should be a reaffirmation of the PULs and the mapping process that has already taken place.
- If IUPUI does not supply a list of classes for the general education core curriculum, will someone else do that for us?
- The general education core curriculum should not add a fifth year. Consideration must be given to accreditation issues.
- How will particulars be addressed? Are 9 credit hours of art history for a Herron student the same as the history requirements for another major? Broad categories should consider this issue as well. Does a reflection requirement need to be a written paper? Could it be a reflection activity with a photographic montage?

Johnson gave an outline for future meetings for the process of developing a general education core curriculum. She will try to revise this model quickly. She hopes everyone will share this information broadly. She asked everyone to create a brief statement for their school about how the 30 credit hours of general education core curriculum would work (or why it would not work). She would be happy to visit schools to share information. She asked everyone to e-mail her if they have any additional thoughts about the general education core curriculum.