A Transferable Common Core Curriculum at IUPUI
Spring 2012

Additional Feedback Received Since March 30, 2012:

1. Ensure that proposed curriculum committee has representation from the University Library

2. Information Literacy (as a component of PUL 1) needs to be integrated more clearly and systemically throughout the general education framework.

3. Computing courses need to be included in the category of Analytical Reasoning.

4. Perhaps there could be two options for the Transferable Common Core – one that includes 3 credits of Analytical Reasoning (with an additional 3 credit hours moved to Arts/Humanities/Social Sciences) and the proposed model with 6 credits of analytical reasoning – there is a concern that IUPUI is an outlier in Analytical Reasoning with respect to other campus models

5. This has a strong focus on math but the common core alternative – the other document -- says Analytical and Technological Reasoning. This leaves out the technological reasoning so which is it??? These courses do not fully capture: Analytical and Technological Reasoning, PUL 1,2 The ability of students to express and interpret information and perform quantitative analysis, including the ability to identify and propose solutions for problems using analytical reasoning and to understand the foundational processes of technology STUDENTS DO NOT NATURALLY have an understanding of the foundational processes of technology just because they use technology a lot. They need to take a foundational course such as Information Technology Fundamentals to gain a foundation of this nature. How can a core curriculum not have a foundational technology course? Maybe it fits into science below???? Like Purdue's where they take a course in technology

6. On behalf of three computing-related units on campus: the Department of Computer & Information Science in the school of Science, the Department of Computer and Information Technology in the School of Engineering and Technology, and the School of Informatics, we would like to propose adding a computer literacy course in the IUPUI core curriculum. While we fully support the effort to establish a common core curriculum at IUPUI, and appreciate the work by the general education curriculum committee, we are very concerned about the lack of a common computer literacy course in the proposed core curriculum. In today's information driven society, the use of computers to process information is a very fundamental skill that is needed in almost all employment sectors. We feel that it is our responsibility to ensure that every student graduated from IUPUI has a basic level of IT and computing training to meet the needs of the workforce and be competent in their future career development. Furthermore, IT literacy is also explicitly stated in the IUPUI PUL 1C: Information Resources Skills. This PUL requires students to be able to make effective use of information resources and technology. To meet this requirement, students not only need to have training in basic IT skill set, they also need to have some basic understanding of computing to be able to adapt to the evolving

technologies of the future. We propose a common computer literacy course (3 credit hours), developed and taught jointly by the three Computing and IT units on campus, as part of the IUPUI common core curriculum. Upon completion of this course, students will be able to demonstrate competence in computer literacy, including fundamental concepts of computing and fluency in the use of contemporary computing and information technology.

7) Proposed Alternative to General Education Core, based on PULs and integrative view of learning

PUL 1: Core Communication and Quantitative Skills (9-12 credits, 3-4 different areas)

Writing (3 credits)
> (W131, W140, W132, W231, W150 *note: IUPUI students must take at least one Writing course at IUPUI during their undergraduate degree program. This excludes AP and other dual credit courses, though such courses may be used to fulfill this particular requirement.*)

Speech, interpersonal communication, media? (3 credits)
Artistic and Creative Expression (3 credits) (visual art, music, dance, theatre, creative writing)
Analytical Reasoning (3 credits) (math, statistics, logic)

Also, students at IUPUI should take at least one upper-level writing intensive course.

PUL 5: Understanding Society and Culture and PUL 6: Values and Ethics (18-21 credits, with at least 6 credits in life and physical sciences, 6 credits in social sciences, and 6 credits in humanities)

Courses proposed for this dimension of the Core must demonstrate that they meet one or more of the subpoints in PUL 5 and/or 6. Departments and programs are urged to submit courses for this requirement that emphasize depth of knowledge and integrative learning. Such courses should not therefore be broad surveys, especially in disciplines that students have surveyed in their secondary education. Faculty will be encouraged and supported in developing interdisciplinary and themed courses to meet this requirement.

As part of their general education at IUPUI, students should demonstrate communicative and cultural competence in at least one world language other than English.

If subdivisions are needed for this part of the Core, they might be along these lines:
Understanding Human Societies Across Time
Understanding Human Societies Across Space
Understanding Human Societies Across Culture
Understanding the Interconnectedness of Life

Courses that meet these general education requirements should be taught in creative and meaningful ways: no more than 50% lecture/presentation by faculty, and no more than 50% assessment by "machine-scorable" tests/exams.

As part of this General Education reform, the Faculty Council will be asked to adopt this policy: For all courses at IUPUI that are part of General Education and undergraduate majors, at least 80% must be taught by full-time faculty, with targets set for meeting this goal over the next 5 years. All part-time faculty teaching at IUPUI must be paid equitable salaries in line with full-time faculty salaries in their discipline by the 5-year target date.

PUL 1: Core Communication and Quantitative Skills (9 credits, 3 different areas)

Core communication and quantitative skills are demonstrated by the student's ability to:

1. express ideas and facts to others effectively in a variety of formats, particularly written, oral and visual formats;
2. comprehend, interpret, and analyze ideas and facts;
3. communicate effectively in a range of settings;
4. identify and propose solutions for problems using quantitative tools and reasoning;
5. make effective use of information resources and technology.

PUL 5: Understanding Society and Culture

Understanding Society and Culture: The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

Understanding society and culture is demonstrated by the student's ability to:
1. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
2. analyze and understand the interconnectedness of global and local communities; and
3. operate with civility in a complex world.

PUL 6: Values and Ethics

The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the student's ability to
1. make informed and principled choices and to foresee consequences of these choices;
2. explore, understand, and cultivate an appreciation for beauty and art;
3. understand ethical principles within diverse cultural, social, environmental and personal settings.

Harvard's General Education

General Education Categories:
- Aesthetic and Interpretive Understanding
- Culture and Belief
- Empirical and Mathematical Reasoning
- Ethical Reasoning
- Science of Living Systems
- Science of the Physical Universe
- Societies of the World
- United States in the World

One of these eight courses must also engage substantially with the **Study of the Past**.

Faculty must submit course proposals for these categories; sometimes they submitted existing courses, sometimes new ones, and the courses seem to be cross-listed. For example, there will be Aesthetic and Interpretive Understanding 101, that may be cross-listed with English 250.

http://www.generaleducation.fas.harvard.edu

See Tom Ehrich on Harvard's "getting it right" under Derek Bok:

http://www.carnegiefoundation.org/perspectives/back-brink-harvard-gets-it-right