

A Transferable Common Core Curriculum at IUPUI Spring 2012

This document is informed by discussions involving members of a campus-wide task force on a General Education Core Curriculum involving the following representatives: Enrica Ardemagni, Sarah Baker, Tom Davis, Margie Ferguson, Andy Gavrin, Susan Hendricks, Linda Houser, Stephen Hundley, Kathy Johnson, Betty Jones, Carole Kacius, Danny King, Jennifer Lee, Peggy Daniels Lee, Amy Maldi, Kathy Marrs, Deb Mesch, Lisa McGuire, Bill Orme, Pamela Rettig, Jennifer Stewart, Kathy Visovatti-Weaver, and Jeff Watt (Notes from Spring, 2012 meetings are listed on the website: <http://gened.iupui.edu>)

Earlier versions of the document were informed by conversations involving faculty engaged in curriculum committees across the Schools of Liberal Arts, Science, and University College.

The steering committee (Sarah Baker, Tom Davis, Margie Ferguson, Kathy Johnson, Kathy Marrs, Jeff Watt) has been engaged in helping to coordinate the process for campus review and discussion, as well as drafting the current document.

Executive Summary

Undergraduate Education at IUPUI is characterized by its innovative, competency-based framework provided by the Principles of Undergraduate Learning and its record of systemically integrating high impact practices (e.g., first year seminars and capstone experiences, co-curricular learning associated with the RISE to the Challenge Initiative) into the undergraduate experience. Yet currently there is no common model of general education that is shared across schools. A proposal is presented for a 30-credit Transferable Common Core that would transfer readily across degree programs on the IUPUI campus, as well as across other state institutions, providing a common ‘gateway’ into undergraduate degree programs. The Transferable Common Core is competency-based (i.e., based on stipulated learning outcomes), inherently flexible, and grounded in the Principles of Undergraduate Learning. It includes the following categories:

Domain	Credits	Competencies
Analytical Reasoning	6	(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. Only math courses that reflect college-level learning outcomes will be included in the Common Core. Competencies in analytical reasoning also may be developed through coursework offered by departments other than mathematics (e.g., <u>computing</u> , symbolic logic, statistics, teacher education). <u>Only math courses that reflect college-level learning outcomes will be included in the Common Core.</u>
Arts, Humanities and Social Sciences	9 (distributed across at least 2 domains)	(PUL 3, 4) – The ability of students to examine and understand human experiences, human aspirations and achievements, human expressions along with human characteristics and ways in which individuals and groups are organized, including the ability of students to examine and explain the processes that lead to the production of human cultures.
Core Communication	6	(PUL 1) The ability of students to express and interpret information and use information resources and technology, including the ability to: 1) express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual; 2) comprehend, interpret, and analyze ideas and facts, 3) communicate effectively in a range of settings, and 4) make effective use of information resources and technology
Life and Physical Sciences	6	(PUL 3, 4) – The ability of students to examine branches of science that study and explore systems and examine key concepts and theories through observation, experimentation, deduction and application.
Cultural Understanding	3	(PUL 5) – The ability of students to recognize their own cultural traditions, to understand the diversity of the human experience, or to gain appreciation for a foreign language as a skill and a method of cultural understanding

A proposal also is made for the creation of a curriculum committee by the IUPUI Faculty Council that would include faculty representation from all schools offering undergraduate degrees at IUPUI (and IUPUC), as well as the University Library. This committee would provide oversight for the Transferable Common Core and approve courses to the Core based on stipulated learning outcomes (ideally accompanied by direct evidence of student learning). While the present proposal focuses primarily on the Transferable Common Core, a broader framework is presented for General Education across schools at IUPUI that is based on integrative learning and extends throughout the undergraduate experience. School curriculum committees are encouraged to review the broader framework and consider integrating the proposed baccalaureate competencies into degree programs wherever possible.

Introduction

Traditionally general education has been at the core of many higher education institutions, providing students with broad exposure to multiple areas of study and helping students prepare to become socially responsible and civically engaged leaders ready for the world beyond the college experience. Though IUPUI schools do not currently share a common set of general education courses, the [IUPUI Principles of Undergraduate Learning](#) (PULs) have provided the essential ingredients for the undergraduate education experience at IUPUI and have formed a conceptual framework for all students' general education. Given the increased pressure from the state to encourage undergraduate degree completion and facilitate a state-wide course transfer process, IUPUI must continue to be a state leader in the development of a thoughtful, comprehensive general education for all students. The task force reflected on current strengths and weaknesses of General Education at IUPUI, as well as on potential opportunities and threats related to the creation of a General Education Transferable Common Core. These responses are summarized in Appendix 1. Most members of the task force agreed that it would be advantageous for IUPUI to move towards adopting a 30-credit Transferable Common Core that reflects the Principles of Undergraduate Learning, is based on learning outcomes, and that would enhance the ease with which students could transfer into the institution and move across similar degree programs.¹ This Transferable Common Core would represent an 'entry point' to general education at IUPUI, which would then be supplemented by additional general education expectations articulated by schools conferring undergraduate degrees. **There was not complete consensus however, and some members strongly advocated that IUPUI adopt IU Bloomington's 'Common Ground' model of General Education in order to exhibit unity with IU Bloomington and to enhance the ease with which students transfer across our campuses.** The Common Ground model aligns well with our Principles of Undergraduate Learning and is already being implemented in certain core schools. Though the remainder of this document represents the view of the majority of task force members, we strongly recommend that the IUPUI campus community continue to examine IU Bloomington's Common Ground model and seriously consider it as an alternative framework for General Education at IUPUI.

~~~

The IUPUI Principles of Undergraduate Learning (PULs) comprise a common, campus-wide articulation of expectations for baccalaureate degree recipients. They align closely with AAC&U's LEAP (Liberal Education and America's Promise) [Essential Learning Outcomes](#) and provide a common framework for assessing student learning and evaluating academic programs. Students are introduced to the Principles of Undergraduate Learning in their first year seminars, which are then reinforced and applied throughout their introductory courses, co-curricular learning experiences, and coursework within the major, often culminating in a capstone experience. Although the PULs initially were approved by the IUPUI Faculty Council in 1998, they continued to be revised and refined until their most recent approval in May 2007.

IUPUI's statement on general education is tremendously important for articulating the philosophy and ideals that should ultimately differentiate our alumni from those graduating from other postsecondary institutions in the state, as well as nationally. Principles that should inform the General Education at IUPUI (beginning with the Transferable Common Core, and then extending into Schools and Degree Programs) include the following:

- Our general education program must foster in our students the knowledge, skills, and habits of mind necessary for life-long learning as engaged, culturally competent citizens.

---

<sup>1</sup> It is important to note that a Common Core would enhance students' progress toward degrees as long as students do not change to a very different major. Although students could readily change majors within some domains (e.g., social sciences, life sciences), shifting across these domains or across professional schools will likely result in the need to take additional courses from the Common Core that provide a foundation for study in the new major. Early intrusive academic advising supported by the Personal Development Planner (PDP) will help to address this issue. It is also important to note that students transferring into the institution will still be expected to complete residency requirements (typically 10-11 courses at the 300-level or higher) prior to graduation.

- Integrative learning should be emphasized in the Transferable Common Core and extended throughout degree programs.
- General education should culminate in the creation of knowledge that is both broad and specialized, as well as the development of ‘ways of knowing’ and intellectual competencies that students practice and ultimately apply to contemporary problems.
- While a Transferable Common Core should primarily fall outside of the students’ major degree program, it should lay a foundation for learning that is infused throughout the students’ four years of study. For example, competencies in written communication, information literacy, and ethics may begin to be developed through gateway courses outside of the major (or through dual-credit courses in high school), but then applied and advanced further through courses within the major. The capstone experience should be a culminating experience within the major taken by students in the senior year.
- Because of significant variations across schools in terms of credits taken with the major program of study, coupled with [recently drafted recommendations from the Indiana Commission on Higher Education](#), an IUPUI General Education core should include **30 credit hours**, which could then be further adapted to suit the requirements of each school.

A Transferable Common Core is long overdue on our campus, which has many school-specific curricula that only casually overlap (e.g., though courses in writing, math, and science are included in the majority of undergraduate degree programs, the specific courses ‘counted’ and the level of competency required is not constant). Such insular determinations of core curricula pose challenges to students transferring across schools, as well as to students entering IUPUI as transfer students (who make up a significant percentage of our student body). This ultimately impedes students’ progress towards their degree goals and poses systemic challenges to advising and degree auditing procedures. **In our conception of a General Education Transferable Common Core, we collectively endorsed the importance of flexibility in establishing that students have met competencies aligned with the Principles of Undergraduate Learning.**

We also welcomed this opportunity to reflect upon the ‘branding’ of an IUPUI degree, given the institution’s rapid growth during the last decade and its evolution as Indiana’s premier urban research and academic health science university. **Some characteristics that could set IUPUI graduates apart based on their educational experiences include the following:**

- Our students should engage in transformative ways of knowing throughout their undergraduate experience. Such ways of knowing are characterized by critical thinking and the capacity to engage in problem solving that is flexible and adaptive, ultimately resulting in the capacity to create new knowledge.
- Our students should be able to identify and to formulate responses to ‘big questions.’ Such responses should be characterized by the capacity to integrate and synthesize information and to reason deductively.
- On our urban and dynamic campus, students must be engaged citizens and participate in experiential learning opportunities involving community stakeholders. Co-curricular learning through the [RISE to the IUPUI Challenge Initiative](#) should be a hallmark of undergraduate education.
- As global citizens, students must develop and practice cultural competency, value diversity, and be able to operate with civility in a complex world.

A Transferable Common Core at IUPUI that spans all academic units housing undergraduate degree programs should be straightforward for faculty and advisers to administer, and for students to understand:

- It must be sufficiently flexible to accommodate both professional schools (that adhere to accreditation standards which typically are based on competencies) as well as an integrated ‘liberal education’ model that can extend General Education throughout all 4 years of students’ experiences.
- Prerequisites should be required sparingly outside of the major in order to reduce obstacles to student progress.

- A Transferable Common Core and subsequent General Education requirements stipulated by individual schools should accommodate the diverse array of IUPUI undergraduate student cohorts. Our model also should readily accommodate transfer credits earned by students while at other public institutions of higher education (e.g., [Ivy Tech Community College's Transfer General Education Core](#) – see Appendix 2).
- Advising practices and portfolio tools such as the Personal Development Planner should be used to support students as intentional learners, providing them with guideposts and opportunities for reflection that help motivate them to pursue their academic and career goals. These practices should also help to enhance students' competencies in the area of self-reflection and prepare them for life-long learning.
- Finally, the Transferable Common Core must be assessed regularly, both to support student learning through effective pedagogical practices, as well as to serve necessary program review requirements. Ideally, common rubrics should be adopted across courses aligned with the same 'competency' domain in order to demonstrate that students have acquired the knowledge or skills that they were intended to learn. Such rubrics should be simple, easy to use, and provided to students at the beginning of the semester to support their learning. (Sample rubrics created as part of the AAC&U VALUE rubrics project may be found [here](#).)

**As an urban campus rich with opportunities for experiential and co-curricular learning, we recommend that the RISE to the Challenge initiative be formally integrated with General Education, such that every IUPUI graduate earn at least 2 transcript designations for experiences in research, international experiences, service learning, or other forms of experiential learning (e.g., internships, clinical experiences, practica).** RISE experiences reflect 'high-impact practices' (Kuh, 2008) that align well with PUL 3 - *Integration and Application of Knowledge*. They also provide rich opportunities for reflection and analysis, and likely play a pivotal role in helping students to integrate and apply knowledge and skills across clusters of courses. Reflections associated with RISE experiences should be assessed rigorously and stored as direct evidence of student learning, ideally in a portfolio. Given the impact of such co-curricular learning experiences on student persistence and success, schools should be encouraged to consider challenging students to complete more than the requisite two experiences, whenever possible, and successful completion of RISE experiences must continue to be designated on students' official transcripts at graduation. Special efforts should be made to integrate RISE experiences in to courses typically taken by transfer students so that this requirement does not impede their progress toward graduation (e.g., service learning might be embedded into 'transfer seminars' taken by beginning transfer students).

### **Moving Towards a Transferable Common Core and a More Integrated Framework for General Education at IUPUI**

This report serves as a 'call to action' for all schools at IUPUI to review current curricula in relation to the principles stipulated above. We propose that a 30-credit Transferable Common Core be considered immediately by all schools. We further propose that the IUPUI Faculty Council create a Transferable Common Core Curriculum Committee (TCCCC) that includes faculty representatives from all schools [at IUPUI and IUPUC](#) that confer undergraduate degrees, [as well as the University Library \(University Library representatives will help to ensure that competencies related to Information Literacy \(PUL 1\) are embedded throughout the general education framework.\)](#). The TCCCC would be responsible for:

- Communicating information about desired core competencies to school curriculum committees to help ensure that all undergraduate degree programs share a common framework
- Determining whether the learning outcomes for a particular course are sufficiently well-aligned with particular competencies to be included within the Transferable Common Core
- Reviewing the Transferable Common Core regularly to ensure that it aligns well with best practices in General Education
- Recommending potential modifications of the Principles of Undergraduate Learning to the IFC Academic Affairs committee, as the Transferable Common Core evolves
- Providing support on an as-needed basis to school committees engaged in curriculum analysis or revision.

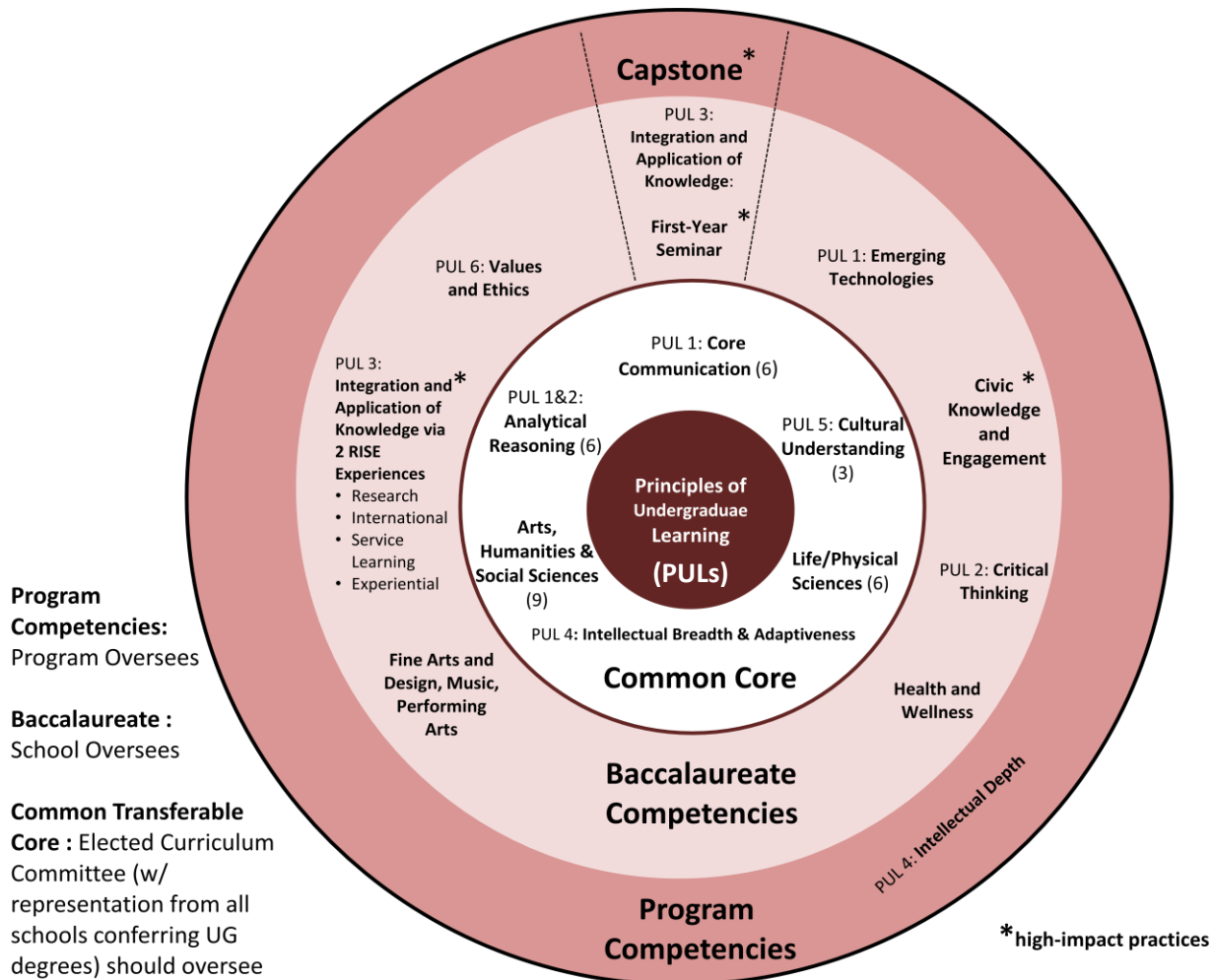
While the immediate focus of our work is establishing a Transferable Common Core that would help to ease the transition of students into IUPUI and across programs, we believe that this work would best be accomplished against a richer backdrop of considerations that would enhance general education beyond the first year. Decisions regarding school-specific curricula fall outside the scope of our task force, but we would urge faculty curriculum committees within schools to discuss the recommendations we have provided and potentially re-evaluate school-specific baccalaureate competencies in light of the proposed framework.

In the following diagram, we conceptualize undergraduate education at IUPUI to include three types of experiences:

- 1) A Transferable **Common Core** (inner-most circle) that includes 30 credits drawn from the domains of Analytical Reasoning, Core Communication, Cultural Understanding, Arts, Humanities & Social Sciences, and Life & Physical Sciences. The Common Core would be overseen by the IFC Transferable Common Core Curriculum Committee.
- 2) **Baccalaureate Competencies** (middle circle) reflect competencies that are recommended for undergraduate degree programs. These competencies are school-specific, though some schools may choose to share common sets of requirements. Baccalaureate competencies align with the Principles of Undergraduate Learning (e.g., critical thinking, values and ethics), best practices in general education (first year seminar, capstone, fine arts, emerging technologies, RISE experiences) and the specific characteristics of our campus (e.g., civic engagement, health and wellness). These competencies are not course-specific and may be completed within or outside of students' degree programs. Baccalaureate competencies are overseen by School Curriculum Committees.
- 3) **Program-specific Competencies** (outer-most circle) reflect competencies specific to the students' major program of study and should culminate in a capstone experience. The capstone experience should provide a culminating experience and final opportunity for students to integrate, synthesize, and apply their learning within their major plan of study. In some schools, there may be little distinction between Baccalaureate and Program-specific competencies. Program-specific competencies are overseen by faculty from academic departments or programs.

Integrative learning is at the heart of general education at IUPUI. It is introduced in the first year seminar and can be extended throughout the curriculum as students elect to participate in a second year experience (available in some programs), themed learning communities, co-curricular learning opportunities such as RISE, and a capstone. In some schools it may be advantageous to create 'sampler courses' for students beyond the first semester – ideally associated with a RISE experience. Such courses would help to expose students to alternative 'ways of knowing' or frameworks for conceptualizing complex issues. Such courses also may assist in the formulation of 'alternative or parallel plans' for career planning purposes. We believe that an emphasis on Integrative Learning is a distinctive hallmark of undergraduate education at IUPUI and we have emphasized it throughout the following model:

## The IUPUI Model of Integrative Learning



In many schools, approximately one-third of students' coursework is completed within the academic major, which may be subject to more specific General Education requirements intended to provide the optimal foundation for careers typically aligned with that field of study. Professional programs subject to accreditation standards may have a significantly higher proportion of coursework completed within the major. As stipulated earlier, the **Transferable Common Core** represents core domains of knowledge or 'ways of knowing' that characterize General Education at IUPUI. It should provide a 'gateway' to all majors and help students to develop foundational competencies in communication and information literacy, analytical reasoning, and cultural understanding. Students should begin to develop intellectual breadth and adaptiveness through exposure to 'ways of knowing' that characterize the arts, humanities and the social, life, and physical sciences. In some schools, the Transferable Common Core will comprise the first year of coursework, whereas in other schools, courses in the Transferable Common Core may be taken across several years in conjunction with coursework in the major. **Competencies are not course-specific, or even discipline-specific, but may be fulfilled through a variety of courses that support learning outcomes aligned with the**

**competency (e.g., a course in technical writing may establish a ‘core communication skill’ competency, as could a course offered through the English department).** To support the growth in enrollment of undergraduate students in the IUPUI Honors College, honors coursework should be strategically developed across the Common Transferable Core, as well as within academic programs. The following competency domains are required:

1. Analytical Reasoning (6 credits; 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. ~~Only math courses that reflect college-level learning outcomes will be included in the Common Core.~~ Competencies in analytical reasoning also may be developed through coursework offered by departments other than mathematics (e.g., [computing](#), symbolic logic, statistics, teacher education). Only math courses that reflect college-level learning outcomes will be included in the Common Core.
2. Arts, Humanities and Social Sciences (9 credits, distributed across 2 domains; PUL 3, 4) – The ability of students to examine and understand human experiences, human aspirations and achievements, human expressions along with human characteristics and ways in which individuals and groups are organized, including the ability of students to examine and explain the processes that lead to the production of human cultures.
3. Core Communication (6 credits; PUL 1) – The ability of students to express and interpret information and use information resources and technology, including the ability to:
  - express ideas and facts to others effectively in a variety of formats, particularly written, oral and visual formats;
  - comprehend, interpret, and analyze ideas and facts;
  - communicate effectively in a range of settings;
  - make effective use of information resources and technology.
4. Life and Physical Sciences (6 credits; PUL 3, 4) – The ability of students to examine branches of science that study and explore systems and examine key concepts and theories through observation, experimentation, deduction and application.
5. Cultural Understanding (3 credits; PUL 5) – The ability of students to recognize their own cultural traditions, to understand the diversity of the human experience, or to gain appreciation for a foreign language as a skill and a method of cultural understanding.



## Links to Key Readings

1. Kuh, G. D. (2008). *High-impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges and Universities.
2. IUPUI Principles of Undergraduate Learning
3. Lumina Foundation (2001). The Degree Qualifications Profile.
4. National Leadership Council for Liberal Education & America's Promise (LEAP: 2007). *College Learning for the New Global Century*. Washington DC: AAC&U.

Additional resources and documents related to recent campus meetings focused on general education may be found at <http://gened.iupui.edu>

## Timeline for Campus Conversations

The Steering Committee proposes a series of campus conversations and discussions in the 2011-2012 Academic year, as described below, with the goal of adopting and implementing a campus-wide General Education curriculum that defines the IUPUI experience for all undergraduate students, facilitates degree completion, and provides the foundation for lifelong intellectual development. We welcome input from faculty, students, and advisors in this process, with the goal of implementation the new IUPUI Experience General Education core curriculum in the fall of 2013.

October, 2011: Steering committee appointed and meets to discuss process and timeline

November, 2011: Meeting to discuss process, timeline and goals with curriculum committees from Schools of Liberal Arts, Science, and University College. Feedback welcomed and encouraged. Recommendation made to open up participation to all schools offering undergraduate programs at IUPUI by requesting that Deans designate one representative from their school to serve on a General Education Core Curriculum Task Force

December, 2011: Steering committee reconvened to draft working model and refine timeline for Spring 2012

January, 2012: School representatives identified for a campus-wide General Education Task Force; draft working model and relevant literature provided as background to pairs of (repeat) meetings in January:

**Thursday, January 19<sup>th</sup> (10-12:00, CE Board Room) and Wednesday, January 25<sup>th</sup> (3-5 PM, UL 1116)**

February, 2012: School representatives reconvene to discuss revised working model

**Wednesday, February 1 (10-12, UL 1116 ) and Thursday, February 2<sup>nd</sup> (3 – 5 PM, UL 1116)**

February 10, 2011: Draft of working model submitted to IFC Executive Committee (representatives encouraged to share drafts broadly with school curriculum committees, department meetings, etc.)

March: Informational sharing at Program Review and Assessment Committee meeting

**Friday, March 30, 2011, 10-12: General Education Town Hall meeting (University Library Lilly Auditorium)**

April, 2012: Discussion at IUPUI Faculty Council, Information sharing with Undergraduate Curriculum Advisory Committee, Campus Advising Council, Enrollment Management Council and Undergraduate Student Government

May, 2012: Endorsement sought from undergraduate schools and IUPUI Faculty Council

**Appendix 1: SWOT Analysis pertaining to General Education at IUPUI**

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>• RISE</li> <li>• Urban campus</li> <li>• Life and health sciences</li> <li>• PULs (should remain the core)</li> <li>• PDP (Personal Development Planner)</li> <li>• Common Theme</li> <li>• Built in reflection</li> <li>• Service learning</li> <li>• Diversity of students</li> <li>• Reputation of schools</li> <li>• Translational science</li> <li>• Innovation</li> <li>• Applied sciences</li> <li>• Number of professional schools (that are also well regarded)</li> <li>• Center for Teaching and Learning</li> <li>• University College and first year experience programming/curricula</li> <li>• Opportunities to receive degrees from two institutions (IU and Purdue) that offer a huge variety of programs and course work</li> <li>• Independence of individual schools</li> </ul> | <ul style="list-style-type: none"> <li>• Transfer issues</li> <li>• Accreditation/external mandates</li> <li>• RCMs and budgets</li> <li>• Faculty incentives</li> <li>• Artificial separation between general education and courses in the majors</li> <li>• Developing curriculum by design</li> <li>• Grade inflation</li> <li>• Lack of ongoing individual curricular analysis (may vary by program)</li> <li>• No commonly understood core of courses</li> <li>• Perception and communication problem with undergrad education (and sequencing of courses)</li> <li>• Few traditions (except in older schools – e.g., Herron, Nursing)</li> <li>• Difficult for students to engage in urban setting</li> <li>• Students more committed to their core school than to 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>• Getting rewarded for graduation rates</li> <li>• Facilitating collaboration between schools and encouraging teamwork</li> <li>• Teaching faculty and administrators about LEAP, PULs, student learning, etc.</li> <li>• Providing something beyond first-year experience (perhaps second-year experience)</li> <li>• Simplifying advising for University College</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• State mandating first few years</li> <li>• Dual credits</li> <li>• Demonstrating successes</li> <li>• Assessment</li> <li>• Students who come for baccalaureate degrees who already have associate degrees from years ago. Are we creating barriers? Can they go elsewhere and get their degrees more quickly? What about</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Diversity of students (help students navigate system)</li><li>• Core schools (learn from bad and good in other schools)</li><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> | <p>students getting second bachelor’s degrees? Do they take general education all over?</p> <ul style="list-style-type: none"><li>• Being flexible—students need credit for life experiences</li><li>• Creating a statement of principles or competencies</li><li>• Basing funding on graduation encourages grade inflation</li><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> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Appendix 2: Comparisons across IUPUI, Ivy Tech, IU Bloomington, and Purdue University General Education Core Curricula**

**I. Communication**

| IUPUI Proposed Common Core (6 credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Ivy Tech (6 credits)                                                                                                                                     | IU-B Common Ground (3 credits)                                                                                                                                                                                                                                                                                                                                                                                                                                            | Purdue Foundational Learning Outcomes (7-8 credits)                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Core Communication (6 credits; PUL 1)</b> – The ability of students to express and interpret information and use information resources and technology, including the ability to:</p> <ol style="list-style-type: none"> <li>express ideas and facts to others effectively in a variety of formats, particularly written, oral and visual formats;</li> <li>comprehend, interpret, and analyze ideas and facts;</li> <li>communicate effectively in a range of settings;</li> <li>make effective use of information resources and technology.</li> </ol> | <p><b>Composition 3 credits</b><br/>ENGL 111 English Composition</p> <p><b>Communication 3 credits</b><br/>COMM 101 Fundamentals of Public Speaking*</p> | <p><b>Foundations: English Composition</b></p> <p>Students must successfully complete, with a grade of C– or higher, one of the following courses:</p> <p>CMLT-C 110 Writing the World (3 cr.)<br/>ENG-W 131 Elementary Composition (3 cr.)<br/>ENG-W 170 Introduction to Argumentative Writing: Projects in Reading and Writing (3 cr.— this topic only)</p> <p>English Composition course characteristics and learning outcomes are available <a href="#">here</a>.</p> | <p><b>Written Communication (3 or 4 credits)</b></p> <p><b>Oral Communication (3 credits)</b></p> <p><b>Information Literacy (1 credit)</b></p> |

**II. Mathematics/Analytical Reasoning:**

| IUPUI Proposed Common Core (6 credits)                                                                                                                                                                                                                                             | Ivy Tech (3-4 credits)                                                                                                                                                                                                                                     | IU-B Common Ground (3 credits)                                                                                                                                | Purdue Foundational Learning Outcomes (3 credits) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <p><b>Analytical Reasoning (6 credits; PUL 1, 2)</b> – 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. Only math courses that</p> | <p><b>Mathematics (3-4 credits)</b><br/>MATH 135 Finite Math*;<br/>MATH 136 College Algebra*;<br/>MATH 137 Trig with Analytic Geometry*;<br/>MATH 201 Brief Calculus*;<br/>MATH 211 Calculus I*;<br/>MATH XXX (statistics-based course in development)</p> | <p><b>Foundations: Mathematical Modeling (3 credits)</b></p> <p>Students must successfully complete one of the following courses ..[see website]</p> <p>.</p> | <p><b>College Algebra (3 credits)</b></p>         |

|                                                                                                                                                                                                                                                                        |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| <p>reflect college-level learning outcomes will be included in the Common Core. Competencies in analytical reasoning also may be developed through coursework offered by departments other than mathematics (e.g., symbolic logic, statistics, teacher education).</p> |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|

### III. Science:

| IUPUI Proposed Common Core (6 credits)                                                                                                                                                                                                                        | Ivy Tech (6-8 credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | IU-B Common Ground (5 credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Purdue Foundational Learning Outcomes (9-13 credits)                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Life and Physical Sciences (6 credits; PUL 3, 4)</b> – The ability of students to examine branches of science that study and explore systems and examine key concepts and theories through observation, experimentation, deduction and application.</p> | <p><b>Life/Physical Science 6-8 credits</b><br/>                     APHY 101 Anatomy &amp; Physiology I; APHY 102 Anatomy &amp; Physiology II; ASTR 101 Solar System Astronomy*; BIOL 100 Human Biology*; BIOL 101 Introductory Biology*; BIOL 105 Biology I*; BIOL 107 Biology II*; BIOL 211 Microbiology I*; CHEM 101 Introductory Chemistry*; CHEM 105 General Chemistry I*; CHEM 106 General Chemistry II*; CHEM 111 Chemistry I; CHEM 113 Introductory Organic and Biochemistry*; PHYS 101 Physics I*; PHYS 102 Physics II*; PHYS 220 Mechanics*; SCIN 100 Earth Science*; SCIN 111 Physical Science*</p> | <p><b>5. Breadth of Inquiry: Natural &amp; Mathematical Sciences</b><br/>                     Students must successfully complete <b>one</b> of the following two options:<br/>                     At least two courses, for a total of at least 5 cr., from the list of <a href="#">GenEd-approved N&amp;M courses</a>. At least one of these courses must be a natural science course (as indicated by an asterisk* in the course listing).<br/> <b>OR</b><br/>                     One of the following 5 cr. GenEd-approved N&amp;M courses with a substantial lab component:<br/>                     ANAT-A 215 Basic Human Anatomy<br/>                     BIOL-L 100 Humans and the Biological World<br/>                     CHEM-C 103 Introduction to Chemical Principles<br/>                     CHEM-C 117 Principles of Chemistry and Biochemistry<br/>                     PHSL-P 215 Basic Human Physiology<br/>                     PHYS-P 201 General Physics I<br/>                     PHYS-P 202 General Physics II</p> | <p><b>Science, Technology, and Society (9-13 credits)</b></p> <ul style="list-style-type: none"> <li>• <b>two courses in science</b></li> <li>• <b>one course in science, technology, and society</b></li> </ul> |

#### IV. Arts, Humanities and Social Sciences:

| IUPUI Proposed Common Core (9 credits)                                                                                                                                                                                                                                                                                                                                                                                                                      | Ivy Tech (12 credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | IU-B Common Ground (12 credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Purdue Foundational Learning Outcomes (6 credits)                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Arts, Humanities and Social Sciences (9 credits, distributed across at least 2 domains; PUL 3, 4)</b> – The ability of students to examine and understand human experiences, human aspirations and achievements, human expressions along with human characteristics and ways in which individuals and groups are organized, including the ability of students to examine and explain the processes that lead to the production of human cultures.</p> | <p><b>Social/Behavioral Sciences - 6 credits</b><br/>                     ANTH 154 Cultural Anthropology; ECON 101 Economics Fundamentals*; ECON 201 Principles of Economics*; ECON 202 Principles of Microeconomics*; POLS 101 Introduction to American Government and Politics*; POLS 211 Introduction to World Politics*; PSYC 101 Introduction to Psychology*; PSYC 201 Lifespan Development*; PSYC 205 Abnormal Psychology*; PSYC 240 Human Sexuality*; SOCI 111 Introduction to Sociology*; SOCI 252 Social Problems*</p> <p><b>Humanities - 6 credits</b><br/>                     ARTH 101 Survey of Art &amp; Culture*; ARTH 102 Survey of Art and Culture II*; ARTH 110 Art Appreciation*; ENGL 202 Creative Writing*; ENGL 206 Introduction to Literature*; ENGL 214 Introduction to Poetry*; ENGL 220 Introduction to World Literature*; ENGL 221 Introduction to World Literature After the Renaissance*; ENGL 222 American Literature to 1865*; ENGL 223 American Literature After 1865*;; HIST 101 Survey of American History I*; HIST 102 Survey of American History II*; HIST 111 World Civilization I; HIST 112 World Civilization II;</p> | <p><b>Breadth of Inquiry: Social &amp; Historical Studies</b><br/>                     Students must successfully complete at least two courses, for a total of at least 6 cr., from the list of <a href="#">GenEd-approved S&amp;H courses</a>.</p> <p><b>Breadth of Inquiry: Arts and Humanities</b><br/>                     Students must successfully complete at least two courses, for a total of at least 6 cr., from the list of <a href="#">GenEd-approved A&amp;H courses</a></p> | <p><b>Human Cultures (6 credits)</b></p> <ul style="list-style-type: none"> <li>• <b>One course in Humanities (3 credits)</b></li> <li>• <b>One course in behavioral/social sciences (3 credits)</b></li> </ul> |

|  |                                                                                                                                                                        |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | HUMA 100 Theatre Appreciation*; HUMA 118 Music Appreciation*; PHIL 101 Introduction to Philosophy*; PHIL 102 Introduction to Ethics*; PHIL 220 Philosophy of Religion* |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

**V. Cultural Understanding:**

| IUPUI Proposed Common Core (3 credits)                                                                                                                                                                                                                                               | Ivy Tech (3-4 credits)                                                                                                                                                                                                                                                                                                                          | IU-B Common Ground (6 credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Purdue Foundational Learning Outcomes (0 credits)    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <p><b>Cultural Understanding (3 credits; PUL 5)</b> – The ability of students to recognize their own cultural traditions, to understand the diversity of the human experience, or to gain appreciation for a foreign language as a skill and a method of cultural understanding.</p> | <p><b>Multicultural Awareness 3-4 credits</b><br/>                     HIST 111 World Civilization I; HIST 112 World Civilization II; SOCI 164 Multicultural Studies; SOCI 245 Cultural Diversity; ANTH 154 Cultural Anthropology; FREN 201 French Level 3*; FREN 202 French Level 4*; SPAN 201 Spanish Level 3*; SPAN 202 Spanish Level 4*</p> | <p><b>World Languages &amp; Cultures</b><br/>                     Students must successfully complete <b>one</b> of the following three options:<br/> <b>Language Study</b><br/>                     Students must successfully complete the study of a single GenEd-approved world language through the second semester of the second-year level of college-level course work. ....<br/> <b>OR</b><br/> <b>World Culture Courses</b><br/>                     Students must successfully complete at least two courses, for a total of at least 6 cr., from the list of <a href="#">GenEd-approved World Culture courses</a>.<br/> <b>PR</b><br/> <b>International Experience</b><br/>                     To satisfy the International Experience option, students must complete an approved study abroad program or approved study abroad internship of at least six credit hours and at least six weeks abroad in duration (or a combination of programs totaling 6 credit hours</p> | <p>[none] – see Human Cultures requirement above</p> |



### Total Credits in General Education Core

| IUPUI Proposed Common Core | Ivy Tech      | IU-B Common Ground | Purdue Foundational Learning Outcomes |
|----------------------------|---------------|--------------------|---------------------------------------|
| 30 credits                 | 30-34 credits | 29-30 credits      | 25-30 credits                         |