PURDUE'S CORE CURRICULUM
JEFF GRAY
The core curriculum is a set of common learning outcomes required of all undergraduate students. It acts as a mechanism by which all Purdue University students share a similar educational experience and, in doing so, achieve a set of common goals.

The core curriculum consists of two levels of learning outcomes: foundational and embedded.
Foundational Learning Outcomes

- Written Communication
- Information Literacy
- Oral Communication
- Science (2 courses)
- Quantitative Reasoning (College Algebra)
- Science, Technology & Society
- Humanities
- Behavioral & Social Science

All undergraduate students must meet the foundational learning outcomes, which are the same for all students, regardless of discipline or major.
All students must complete a minimum of 30 credit hours within the foundational core to meet Indiana's Statewide Transfer General Education Core Curriculum.

The requirement for 30 credit hours applies only when the student transfers to another Indiana institution and wants his/her core curriculum to count.
Embedding Learning Outcomes

- Written Communication
- Information Literacy
- Oral Communication
- Creative Thinking
- Critical Thinking
- Ethical Reasoning
- Intercultural Knowledge
- Global Citizenship & Social Awareness
- Integrative Knowledge
- Quantitative Reasoning
- Leadership & Teamwork

- There are no specific credit requirements for embedded learning outcomes.
- Embedded learning outcomes are addressed within discipline-specific programs and majors.
The UCC is charged with the administration and oversight of the outcomes-based curriculum.

The membership of the Undergraduate Curriculum Council is comprised of at least one faculty representative from each College, the Krannert School of Management, and Libraries as voting members. In addition, members will be added to represent regional campuses, a member of the PWL Registrar’s office, PWL Student Government, a head academic advisor, and a representative from the Provost’s Office.
Four principles guide the working of the Undergraduate Curriculum Council

- The curriculum is faculty-governed.
- The PWL curriculum will be one that is outcomes-based.
  - Learning outcomes within the outcomes-based curriculum will be designed to prepare students for continuous learning and expertise within disciplines.
- The curriculum maintains high academic standards within the disciplines.
- The goal of the curriculum is to design mechanisms to permit flexibility for both academic programs and students in meeting learning outcomes.
The UCC website has been deployed

http://www.purdue.edu/provost/initiatives/curriculum/course.html

A process for submission and approval of courses to satisfy the Foundational Learning Outcomes has been developed and implemented (Fall 2012) and new submissions are being regularly considered.

Processes and guidelines for transitioning to an outcomes-based curriculum are being developed.

The list of approved Foundational Learning Outcomes courses is maintained on the UCC website and are in effect for the entering class of Fall 2013.
• Encourage more nominations of and approve more foundational courses, especially in Written Communication, Oral Communication, Information Literacy, Science Technology & Society

• Discuss portability issues with the colleges
  • 92% specify WC
  • 90% specify IL
  • 96% specify OC
  • 92% specify SCI
  • 92% specify MATH
  • 75% specify STS
  • 37% specify HUM
  • 68% specify BSS
• By April 1, every program must show where they stand in terms of how all of their students will meet all of the embedded outcomes

• Formation of Co-curricular Council to vet and recommend co-curricular activities or experiences that meet the embedded outcomes

• Mini Assessment Academies underway to help programs do fairly rigorous assessment of learning outcomes
• To meet university accreditation requirements, all of our “general education” learning outcomes must be assessed

• Assessment Timeline
  • May 2015: Written Communication, Oral Communication, Information Literacy
  • May 2016: Leadership & Teamwork, Intercultural Knowledge, Global Citizenship & Social Awareness
  • May 2017: Critical Thinking, Ethical Reasoning, Quantitative Reasoning
  • May 2018: Creative Thinking, Integrative Knowledge, Science Technology & Society

• Faculty Staff Communities of Practice being formed – Call Out today at 3:30 in Forney G140
Questions?
Spring Enrollment Management Forum
March 25, 2014
9 -11 am
STEW 214ABCD

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