A core curriculum consists of a set of targeted learning outcomes considered essential to a Purdue education.

It is designed to provide undergraduate students with durable and transferable skills within a broad range of academic disciplines, including: physical and biological sciences, mathematics, the social sciences, and the humanities.

Including a core curriculum as part of the Purdue experience will equip graduates for success in the 21st Century skills required for a global marketplace.
Learning Outcomes

Defined: *the essential competencies students are expected to acquire as they progress through the core curriculum and their program of study.*

- Creative Thinking
- Critical Thinking
- Cultural Knowledge and Effectiveness
- Ethical Reasoning
- Global Citizenship and Social Responsibility
- Information Literacy
- Inquiry and Analysis

- Integrative Learning
- Leadership Skills
- Oral Communication
- Problem-Solving
- Quantitative Literacy
- Technology and Computer Literacy
- Teamwork
- Written Communication
Benefits to Students

- They are better able to interpret their credentials to potential employers and graduate programs.
- Improves awareness and understanding of their learning.
- They understand more clearly the incremental learning represented by the next level.
- Provides clear expectations about what is important in a course or program.
- Empowered to question curricular requirements that do not address learning objectives.
Benefits for Instructors

- Frame learning priorities to reflect programmatic and institutional expectations
- Align methods to reflect the learning capacities of students
- Organize a class or course to ensure learning outcomes are accomplished
Committee Members

Agriculture
Mark Tucker

Pharmacy
Steve Scott

Libraries
Sharon Weiner

Education
Teresa Taber Doughty (Chair)

Science
Chris Hrycyna

Krannert
Jackie Rees

Engineering
Marc Williams

Technology
Kathy Newton

Veterinary Medicine
Pete Bill

Health and Human Sciences
Shelley Wadsworth MacDermid

Liberal Arts
Nancy Gabin

Student Representatives
Justin Gregory (Engineering)
Brad Krites (Krannert)
<table>
<thead>
<tr>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Summer 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
<th>Fall 2013</th>
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<tbody>
<tr>
<td>Communicate purpose and value of a Purdue Core</td>
<td>Provide feedback and guidance to Colleges/Schools as they begin adjusting for the Core</td>
<td>College curricula adjusted</td>
<td>Publish the Core by Spring 2013</td>
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<tr>
<td>Identify Core learning outcomes</td>
<td>Provide suggestions to Colleges/Schools for assessing student achievement in meeting Core outcomes</td>
<td>Initial bank of Core courses identified and are transportable across ALL Colleges and Schools</td>
<td>Continue course evaluation process as courses are presented for inclusion within the Core</td>
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<td>Establish consensus on transportability of Core courses or activities</td>
<td>Work with UGC in determining issues related to 1) ongoing course approval for inclusion within the Core, 2) 3-5 year course audits offered within a School or College</td>
<td>First cohort begins undergraduate program of study within the Core</td>
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<td>Determine process for course or activity inclusion</td>
<td>Develop/adopt rubrics for meeting Core outcomes</td>
<td>Assessment plan is operating at each level</td>
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<tr>
<td>Develop/adopt rubrics for meeting Core outcomes</td>
<td>Make recommendations for auditing outcomes (working with Registrar)</td>
<td>UGC governance process is in place</td>
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<td>Obtain University Senate Approval</td>
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<td>Courses are available</td>
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<td>Degree audit system in place</td>
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Fall 2011

- Communicate purpose and value of a Purdue Core
- Schedule open forums
- Website development

- News releases (Purdue Today, Exponent, Journal & Courier)
- Identify Core learning outcomes
- Develop/adopt rubrics for meeting Core outcomes
- Confirm learning outcomes and rubrics
- Establish consensus on transportability of Core courses and activities
- Determine structure of Purdue’s core curriculum
- Determine process for proposing and approving course or activity inclusion in the Core
- Establish how Colleges/Schools will propose courses and activities to be included in the Core.
- Develop “form” that may be used for course/activity approval
- Communicate with appropriate Senate committee in “form” development and approval process
- Make recommendations for auditing student progress in meeting learning outcomes
- Begin outline for monitoring student progress in meeting Core learning outcomes

- Seek University Senate Approval
  - September: Provide information and update to Faculty Senate
  - October 24: Make formal proposal to EPC requesting vote by entire Senate
  - November 21: EPC Chair presents proposal to University Senate
  - January 23: University Senate votes
Subcommittees

Communication
- Website
- Open forums
- News releases
- College/School
- Other institutions

Assessment
- Student Assessment
  - Progress in core
- Program Assessment
  - Course audits

Administration & Oversight
- Recommendations for handling issues related to:
  - CODO students
  - Transfer courses
  - Nominations to the core