UCC Update to Senate

November 19, 2012
2012-13 UCC Members

Pete Bill
Vet Medicine

Dennis Buckmaster
Agriculture

Teresa Doughty
Education

George Hollich
HHS

Jeff Gray
Engineering

Mat Sutton
Technology

Clarence Maybee
Libraries

Cynthia Koh-Knox
Pharmacy

Christine Jackson
Krannert

Nancy Gabin
Liberal Arts

Marcy Towns
Science

Mario Ortiz
PNC

Diane Beaudoin
Provost Office

Beth Burnett
Academic Advisors

Christine Hrycyna
EPC Rep

Robert Kubat
Registrar

Purdue Fort Wayne

Purdue Calumet

Purdue University
Foundational Courses

- Behavior/Social Sciences = 26 approved/3 pending
- Humanities = 42 approved/10 pending
- Information Literacy = 3 approved/6 pending
- Oral Communication = 3 approved
- Quantitative Reasoning = 25 approved/1 pending
- Science = 52 approved/1 pending
- STS = 14 approved/6 pending
- Written Communication = 1 approved/4 pending

TOTAL – 166 approved
UCC Information
• December 7th – All approved courses submitted to Registrar’s Office

• Spring Semester –
  • Additional course nominations for Spring 2014
  • Website development
  • Embedded outcome alignment with programs
  • Communication/coordination plan for incoming students (STAR, Boiler Gold Rush)
  • Assessment requirements
Alignment of Indiana’s Statewide General Transfer Core (GTC) Curriculum and Purdue (WL) Outcomes-Based Undergraduate Core Curriculum

As illustrated in the figure above, key competencies for each learning outcome articulated in Indiana’s Statewide General Transfer Core Curriculum are aligned with and encompass each of Purdue University’s (WL) Outcomes-based Undergraduate Core Curriculum foundational learning outcomes. Purdue University students will satisfy these learning outcomes through the successful completion of courses approved by Purdue’s Undergraduate Curriculum Council.
Quantitative Reasoning

- Interpretation
  - Explain information presented in mathematical form, e.g., equations, graphs, diagrams, tables, words, geometric figures.
  - Critique arguments using mathematical reasoning.
- Representation
  - Represent information/data in various mathematical forms as appropriate, e.g., symbolically, visually, numerically, and verbally.
- Mathematical Processes
  - Apply mathematical processes and techniques to solve properly formulated mathematical problems (e.g., algebraic, geometric, logical and/or statistical methods).
- Analysis
  - Analyze results of computations within the context of the original problem.
  - Determine reasonableness of solution.
- Assumptions
  - Communicate which assumptions have been made in the solution process.
  - Determine a solution process and provide a compelling rationale for choosing that process.
  - Illustrate the limitations of the process.
- Communication
  - Effectively explain the interpretation, representation, solution, and conclusion of the mathematical problem.

Minimum: College Algebra

- Knowledge of and confidence with basic mathematical concepts and operations required for problem solving, decision-making, economic productivity and real-world applications.
- Explains information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- Converts relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- Competently performs basic computational/arithmetic operations.
- Makes judgments and draws appropriate conclusions based on the quantitative analysis of data while recognizing the limits of this analysis.
- Makes and evaluates important assumptions in estimation, modeling, and data analysis.
- Expresses quantitative evidence in support of the argument or purpose of the work.

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