

Program Review and Assessment Committee

Thursday, March 13, 2003

1:30-3:30 p.m., UL 1126

Joyce Mac Kinnon, Chair

Karen Johnson, Vice Chair, Recorder

AGENDA –

1. Approval of February minutes Mac Kinnon
2. Grant Committee Recommendations Baker
3. Discussion Group Reports (10 minutes per report)
 - a. Grant Process Baker
 - b. Assessment Boland
 - c. Program Review Black
 - d. General Education/PULs/e-portfolio Hamilton
4. Principles of Undergraduate Learning e-portfolios Draft Report Hamilton
5. Adjournment Mac Kinnon

MINUTES –

Present: W. Agbor-Baiyee, L. Angermeier, D. Appleby, S. Baker, T. Banta, K. Black, C. Dobbs, E. Gonzalez, S. Hamilton, M. Hansen, K. Johnson, L. Kasper, J. Kuczkowski, J. Mac Kinnon, S. Milosevich, H. Mzumara, J. Orr, C. Pike, I. Queiro-Tajalli, K. Rome, E. Sener, J. Smith, C. Souch, C. Yokomoto

Approval of February Minutes

- The meeting was called to order at 1:30 pm by J. Mc Kinnon.
- The minutes of the February 23, 2003 meeting were approved as written.

Grant Committee Recommendations

The Grant Review Subcommittee recommended three proposals for funding: Anton et al., Department of Spanish; Appleby, Department of Psychology, and Thedwall, et al., Department of Communication Studies. D. Appleby announced that he had to withdraw his proposal due to lack of departmental support, faculty participation being integral to his project. The two remaining projects were endorsed unanimously by the members of PRAC.

S. Baker provided the Grant Process Discussion Group Report. This group's primary findings were that more information about the PRAC grants should be disseminated, possibly in an OPD booklet. They also suggested that the subcommittee consider simplifying the guidelines. In addition, it would be possible to streamline the process by not routinely sending out copies of

proposals to all PRAC members, so that the subcommittee could simply offer recommendations and ask for approval. Members would still be able to receive electronic copies of the proposals if they chose. An issue that needs clarification is whether or not stipends and travel should be covered; now, such decisions depend on the preferences of subcommittee members who rotate on and off the subcommittee. Finally, the group suggested putting examples of successful proposals online and tracking previous grants and their outcomes (information that might also go online).

C. Yokomoto asked if PRAC might be able to get about \$2,000 more in order to give larger grants to encourage participation. He also suggested reviewing the guidelines to allow greater flexibility for more focused projects and to make eligibility clearer.

Program Review Committee Recommendations

K. Black reported for the Program Review Discussion Group. This group suggested that important tasks for PRAC would be to help chairs and departments understand what to expect from the program review process; evaluate the effectiveness of the program review process (reports by chairs to PRAC may be less than candid); review existing survey results; analyze summaries of reviewers' recommendations across time (and see how they've been acted on); and give information to new chairs and program directors (maybe through the campus chairs' group). E. Sener commented that it might be wise to lessen requirements for programs and schools who have already done (or are in the process of) a major review (such as an accreditation review); they should not have to do another major one to meet campus requirements. Banta responded that schools and departments that are accredited have a variety of ways open to them in addressing the campus requirements.

General Education/E-Portfolio Recommendations

S. Hamilton reported for the General Education/ E-Portfolio discussion group: This group raised a series of questions that are important for understanding the purpose and methodology of the e-portfolio, including: What will motivate students to finish? Hamilton explained that many components, such as an advising system now being developed in Bloomington and a résumé building component that focus groups have determined is important to students, will be implemented. An IUPUI team (including Joyce Mac Kinnon as the PRAC representative) will be attending an AAC&U workshop this summer to plan further strategies.

Will incomplete portfolios be barriers to graduation? Hamilton responded that the project is not even close to making such a decision. Right now, discussion is focused on how the portfolio can be integrated into first-year seminars.

One member asked about implications for students taking courses out of order. Hamilton: That's happening less and less as demographic changes result in more traditional-aged students and as advising improves. Working on the portfolio can help students be more aware of the meaning of different course levels (first year, sophomore, junior, and senior), course numbers, and so forth.

Can we broaden the list of recommended courses for specific areas? Hamilton replied that we can. In fact, every course might contain an assignment related to at least one of the PULs.

Is work being done on developing specific assignments to match particular PULS? Hamilton responded that, yes, large gateway courses are already doing that, and there will be a bigger push next year.

General concerns expressed by PRAC members included a strong conviction that it will be important to protect multiple pathways to the general education goals. Several members expressed concern that the portfolio requirements might lead to decreasing diversity of curriculum. Hamilton replied that the AAC&U team will work on this problem in Denver.

J. Kuczkowski asked whether most of the benefit of the portfolio will be for students. He argued that, if 80 percent of the benefit is for students, we should proceed, but he noted that there are 40 tasks to complete and wondered if that might be shortened. Hamilton responded that there are actually only 30 cells and that the last 10 are optional. Furthermore, she pointed to the benefits that students will receive from the experience of taking the metacognitive approach required by reflective writing. A new member of the e-portfolio team, Stacy Morrone, has a Ph.D. in motivational theory and will be working on making sure that the students will benefit from their work on the portfolios. The team will also conduct many student focus groups.

S. Milosevich noted concerns that come up a lot for faculty in his field: 1) our students' tendency to take only the courses that are listed. 2) the danger of waiting until the capstone to get students involved in the PULs. He, too, suggested cutting down on the matrix.

Hamilton introduced the PUL discussion group chairs:

David Sabol representing Scott Weeden – Written Communication

Jan DeWester – Oral Communication

Susan Sutton – Understanding Society and Culture

Bill Agbor-Baiyee – Critical Thinking

Bob Rigdon – Quantitative Reasoning

Howard Mzumara – Information Literacy

Hamilton presented the latest (fourth) draft of the PUL matrix and of the committee reports, requesting that PRAC members send in suggested revisions.

She asks that we take this version back to our schools and programs to ask each department to specify where its courses can go as recommended courses. The ultimate goal is to tailor lists for students by major.

After various specific questions about the matrix, C. Souch suggested that the segments on the various PULs are uneven in length and emphasis, and asked whether the document needs to be more balanced. After some discussion about whether or not it is realistic for the PULs to be balanced in this way, it was suggested that we send the document back to the PUL discussion groups. This met with some resistance from the chairs, who felt, in general, that their committees had done all that they could do.

A compromise solution was reached, whereby the Chairs will convene one last time to discuss whether any modifications need to be made in light of the comments of PRAC members. Hamilton will call a meeting of committee chairs, a group that includes some representatives from PRAC. Meanwhile, PRAC members should send any further recommendations to Hamilton.

The discussion of the e-portfolio will be continued at the April meeting of PRAC.

Adjournment

The meeting was adjourned at 3:30.

Next meeting:

Thursday, April 17
1:30 to 3:00 p.m.
UL 1126

Program Review Discussion Group Report

Members: William Agbor-Baiyee, Drew Appleby, Karen Black, Kevin Rome, Catherine Souch, and Nancy Young

What is PRAC currently doing?

PRAC involvement has been to approve guidelines and to hear department chairs' reports about the reviews conducted.

What should be PRAC's involvement?

1. Currently the Office of Planning and Institutional Improvement and its component offices provide data and assistance with the development of the self-study and the schedule. And, while it appears that (at least in Liberal Arts) there is a great deal of discussion among chairs about what to expect, we recommend that PRAC members serve as advisors to department chairs on assessment activities. PRAC should develop a list of members who are willing to serve in this capacity. Additionally, this list should be posted to the PRAC website and given to chairs during an early meeting about the review.
2. PRAC should help develop a means of assessing the effectiveness of academic and service unit reviews. One method may be to survey department heads to obtain more candid opinions than those which might be given in the oral presentations to PRAC. It was discussed that any negative perceptions of the review process might not be fully expressed during these oral presentations to PRAC. And, as a result aspects of the process which could or should be modified may not be known by PRAC. In light of the significant amount of time and effort invested in preparing self-studies and performing the reviews, PRAC should seek additional means of assessing the extent to which these reviews are seen as a significant benefit to those who are reviewed in comparison to the time and effort that is expended.
3. PRAC should review the results of the surveys now conducted. These surveys include reviewers' surveys on the process and self-study and another on the schedule. (See surveys below.)
4. A summary of reviewers' recommendations across all departments should be analyzed for cross-campus themes. As a part of this review it was recommended that PRAC also gather information about what has happened as a result of the reviews. For example, have departments been supported in their attempts to undertake some of the recommendations suggested by the reviews?
5. While not specifically related to Program Review, this group believes that PRAC should make an effort to contact new chairs and program directors about resources (such as PRAC members) and on-going activities (e.g. academic and service unit reviews, assessment reports) related to assessment at IUPUI. We recommend making contact with the 'chairs group' on campus and offer to collaborate in some way to insure new chairs or program directors become familiar with assessment and program review and the work of PRAC.

IUPUI PROGRAM REVIEW EVALUATION

Please take a moment to assist us in improving future program reviews.

1. Did you have the necessary materials (self-study, student work, faculty vita, campus information, etc.) to complete your work efficiently? If not, what materials would you suggest we add in the future?

2. Please rate the sections of the self-study:

Sections	Excellent	Above Avg.	Average	Below Avg.	Poor	N/A
Mission & Goals						
Programs & Curricula						
Student Outcomes						
Resources						
Questions to Guide Team						

3. Did you have the necessary office equipment to complete your work efficiently?

4. Did the schedule provide adequate time to accomplish the review? What sessions would you have lengthened, shortened, or eliminated?

5. Did you feel that you met with the appropriate faculty, students, staff, and administrators? (Please elaborate)

6. Please comment on the strengths/weakness of the composition of the review team (disciplinary specialists, community representative etc.).

7. What general suggestions would you offer to improve future reviews?

8. Please rate the overall process of the program review. (Please circle one)
 1=poor 2=fair 3=good 4=excellent

Thank you very much for your help. Please use the enclosed envelope to return to Trudy W. Banta, IUPUI, Administration Building 140, 355 N. Lansing Street, Indianapolis, IN 46202.

**PROGRAM REVIEW QUESTIONNAIRE
SUMMARY FOR DEPARTMENTS**

Please take a few minutes to assist us in improving our process by responding to this questionnaire. Please rate the following sessions as to their usefulness in informing you about the department.

Components	Usefulness in the Process				
	Excellent	Good	Fair	Poor	Not Applicable
Opening Session					
Tour of Department					
Descriptive Overview of Department					
Review of Academic Programs					
Faculty Interviews					
Student Interviews					
Meeting with School Deans					
Related Department Representatives Meeting					
University Support Representatives Meeting					
Entry Support Directors Meeting					
Concluding Discussion					

FOURTH DRAFT REPORT OF APRIL 12, 2002 CAMPUS COLLOQUIUM ON THE

Principles of Undergraduate Learning at IUPUI

Sharon Hamilton
Revised February 2003

Key: Introductory competence is represented in regular type
Intermediate competence is represented in **boldface**
Competencies that are the same for both, but are demonstrated developmentally, are in *italics*

(Based on the work of 10 multidisciplinary faculty committees who have worked with the comments from faculty who attended the April 12, 2002 Colloquium as they appeared in the third draft of this document.)

The next step will be to distribute this report to members of PRAC, who will take it to relevant committees in their respective schools for input from a wider range of faculty. Our request at this time will be threefold:

- 1. In the left column, to identify any needed areas of modification in the description of what all students should know and be able to do at the introductory (26 cr. hrs) and intermediate (56 cr. hrs), and suggest wording that would meet the identified need.**
- 2. In the right column (or middle and right columns in PUL 1e), to identify courses in their respective programs or majors that explicitly address that area of knowledge or skill and/or assignments that explicitly provide opportunities to demonstrate their competence in that area of knowledge or skill (not EVERY opportunity, but major opportunities).**

PUL 1 (a)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

a) express ideas and facts to others effectively in a variety of written formats

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. Students identify the purpose or function of a particular piece of writing, knowing that there are many different reasons for writing.</p> <p>2. Students write documents demonstrating several different purposes or functions for writing.</p>	<p>W130 or W131131: any final draft</p> <p>W132, W231, or W233 any final draft; a combination of documents from a variety of subject areas at the 100-200 level demonstrating different functions or purposes for writing.</p>
<p>2. Students identify an intended audience for a piece of writing with the awareness that different readers have different needs.</p> <p>2. Students analyze audience needs and articulate how their writing responds to these needs.</p>	<p>W130 or W131: Writer's Statement for final portfolios</p> <p>Writer's statement that outline different writing processes for different kinds of writing tasks, possibly in different disciplinary areas.</p>
<p>3. Students gather and select information and content appropriate to the purpose of and audience for their writing.</p> <p>3. Students employ a wide range of details and examples adequate to develop and support their topic. These details and examples are relevant, significant, and appropriate to topic, purpose, and audience.</p>	<p>W130 or W131: any final draft</p> <p>Any combination of written report, essay, critique, or analysis at the 200-level or above. Preferably 2-3 different kinds of examples.</p>
<p>4. Students recognize different organizational patterns appropriate for a variety of topics, purposes, and audiences.</p> <p>4. Students use a variety of organizational patterns appropriate for different topics, purposes, and audiences.</p>	<p>WW130 or 131: a combination of several final drafts</p> <p>A combination of papers, reports, essays, critiques, explanations, and/or written discussions – in final draft form – from any course at the 200-level or higher.</p>

<p>5. Students recognize differences in language usage, style, convention, and format appropriate for a variety of topics, purposes, and audiences.</p> <p>5. Students employ a variety of language usage, styles, conventions, and formats appropriate for different topics, purposes, and audiences.</p>	<p>W131: Writer's Statement for final portfolio</p> <p>A combination of papers, reports, essays, critiques, explanation, or written discussion s– in final draft form – from any courses at the 200-level or higher.</p>
<p>6. Students recognize characteristic features of texts for different academic disciplines and organizational settings.</p> <p>6. Students produce texts that reflect the characteristic features of texts produced for different academic disciplines and organizational settings.</p>	<p>Texts from 3 or 4 different 100-level courses, with a reflective paper demonstrating an understanding of the different characteristic features of texts from different disciplines.</p> <p>A combination of written assignments -- in final draft form – from courses at the 200-level or higher</p>

PUL 1 (b)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

b) Comprehend, Interpret, and Analyze Texts

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. <i>Students draw upon a repertoire of reading strategies when reading different kinds of text</i></p>	<p>Critical Inquiry Courses UC112; appropriate assignment</p> <p>Gateway courses: juxtapose different genres and provide pre-reading questions (demonstrated with papers from at least two different kinds of text)</p> <p><i>American Studies A103, A301 and A302: reading responses on different types of</i></p>

	<p><i>texts, including history, anthropology, literature, autobiography, sociology.</i></p> <p><i>History H105, H106, H109, H113, H114; all 300-level courses: response papers answering questions based on directed readings. Upper level courses: critical reviews of books; “bibliographical narratives” of scholarly debates.</i></p>
<p>2. <i>Students identify the main idea of a passage</i></p>	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: Reader-response papers; any appropriate, relevant assignment</p> <p><i>American Studies A103: reading responses and class discussions.</i></p> <p><i>History H105, H106, H109, H113, H114; all 300-level courses: response papers answering questions based on directed readings. Upper level courses: critical reviews of books; “bibliographical narratives” of scholarly debates. Discussion sessions on primary sources and debates in secondary literature.</i></p> <p><i>English W132: critical annotated bibliographies.</i></p>
<p>3. <i>Students make and articulate connections between</i></p> <ul style="list-style-type: none"> a) <i>ideas in the text and their personal life experiences</i> b) <i>ideas in the text and other course content</i> c) <i>ideas in the text and broader contexts (such as an historical context, or another course, or societal issues, etc.)</i> 	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: Written responses; class discussion Compare/contrast assignment Pre-discussion brainstorming exercise</p> <p>American Studies A103, A301 and A302: Class discussions, Independent research paper, final examination.</p> <p><i>History H105, H106, H109, H113, H114; all 300-level courses: in-class essay writing workshop sessions; final exam questions; op-ed pieces.</i></p>
<p>4. <i>Students distinguish among facts, assertions, and opinions</i></p>	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: any appropriate or relevant assignment.</p> <p><i>American Studies A103, A301 and A302: reading responses.</i></p>

	<p><i>History H105, H106, H109, H113, H114; all 300-level courses: response papers and discussion sessions on scholarly debates; peer-reviews of drafts of student papers.</i></p> <p><i>English W132: critical annotated bibliographies and literature review.</i></p>
<p>5. Students identify the purpose or function of the text.</p>	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: any appropriate or relevant assignment</p> <p><i>American Studies A103, A301 and A302: class discussions.</i></p> <p><i>History H105, H106, H109, H113, H114; all 300-level courses: response papers; discussion sessions; critical reviews; annotated bibliographies.</i></p> <p><i>English W132: critical annotated bibliographies and literature review</i></p>
<p>6. Students evaluate the internal logic of the text.</p>	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: any appropriate or relevant assignment</p> <p><i>American Studies A103, A301 and A302: class discussions.</i></p> <p><i>History H105, H106, H109, H113, H114; all 300-level courses: response papers; discussion sessions; critical reviews; annotated bibliographies.</i></p> <p><i>English W132: critical annotated bibliographies and literature review</i></p>
<p>7. Students evaluate credibility of the text and of sources within the text.</p>	<p>Critical Inquiry Courses UC 112: appropriate assignment</p> <p>Gateway courses or 200-level courses: any appropriate or relevant assignment</p> <p><i>American Studies A103, A301 and A302: class discussions.</i></p> <p><i>History 300-level courses and capstone: discussion sessions; critical reviews; annotated bibliographies.</i></p>

PUL 1 (c)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

c) Communicate orally one-on-one and in group settings

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. Students identify their own (and each others) strengths in oral communication, including strengths in organization,, content, delivery, and audience adaptation.</p> <p>1. Students apply their understanding of their identified strengths at the introductory level to opportunities for oral communication beyond R110.</p>	<p>Communication R110: All course speeches, plus a self-analysis and audience listening sheets for other students.</p> <p>Sample opportunities: Journalism C190; J200,, J201; Social Work S141, S231; S280</p>
<p>2. Students assess characteristics of intended audience and adapt their speeches to this assessment and analysis.</p> <p>2. Students demonstrate how their assessment of audience characteristics influences different features of their oral communication beyond R110.</p>	<p>Communication R110: Audience analysis of speeches 2 and 3; creation of audience surveys on the two persuasive speeches.</p> <p>Sample opportunities: Journalism: J200; J201 Social Work: S141, S231, S280</p>
<p>3. Students create a specific purpose or function for their oral communication</p> <p>3. Students demonstrate how aspects of their oral communication beyond R110 are shaped by purpose or function.</p>	<p>Communication R110: Speech 2 or any subsequent speech</p> <p>Sample opportunities: Journalism: C190; J200; J201 Social Work S141, S231, S280</p> <p>All oral presentations and oral interviews in any 100-level course other than R110, any 200-level course</p>

<p>4. Students organize their main ideas to accomplish their specific purpose.</p> <p>4. Students demonstrate different ways of organizing ideas to accomplish different purposes in courses other than R110.</p>	<p>Communication R110: speech 2 or any subsequent speech</p> <p>Sample opportunities: Journalism: C190; J200; J201 Social Work S231, S280</p>
<p>5. Students develop their main ideas fully and clearly in order to accomplish their purpose in relation to their intended audience.</p> <p>5. Students demonstrate how their have developed their ideas and used specific examples or amplifications in relation to their purpose and audience in courses other than R110.</p>	<p>Communication R110: Speech 2 or any subsequent speech</p> <p>Sample opportunities: Journalism: J200; J201 Social Work, S231, S280</p>
<p>6. Students locate and incorporate credible sources of information into their oral presentations.</p> <p>6. Students can demonstrate the credibility of sources they have located and incorporated in oral communication in courses or events other than R110</p>	<p>Communication R110: Speech 2 or any subsequent speech</p> <p>Sample opportunities: Journalism: C190; J200; J201 Social Work, S231, S280</p>
<p>7. Students create and effectively use appropriate communication aids (ex. power point slides, handouts, audio tape, or video tape) that aid in accomplishing their specific purposes</p> <p>7. Students create and effectively use appropriate communication aids for oral communication in events or courses other than R110</p>	<p>Communication R110: Speech 2 or any subsequent speech Prosteps classes</p> <p>Sample opportunities: Journalism: J200; J201 Social Work, S231, S280</p>
<p>8. Students employ effective oral and nonverbal delivery skills when communication orally:</p> <ul style="list-style-type: none"> • Students use appropriate rate, volume, pauses, and articulation to effectively communicate their message • Students use appropriate eye contact and body language to effectively communicate their message <p>8. Students employ oral and nonverbal delivery skills, as described above, to communicate effectively in events and courses other than R110</p>	<p>Communication R110: Any speech Freshman learning community courses</p> <p>Sample opportunities: Journalism: J200; J201 Social Work, S231, S280</p>
<p>9. Students apply critical listening skills to the oral communication of others</p>	<p>Communication R110: Any or all speeches through the creation of oral and written feedback on speakers Communication 180; Unit on effective listening</p>

<p>9. Students demonstrate their application of critical listening skills to the oral communication of others in courses or events other than R110</p>	<p>Sample opportunities: Journalism: C190; J200; J201 Social Work: S141; S231, S280</p>
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PUL 1 (d)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

d) Solve problems that are quantitative in nature

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
<p>1. Students use calculation skills of everyday life (percents, decimals, fractions, operations, etc.) and basic algebra skills to solve mathematical problems</p> <p>2. Given a mathematical problem, students employ additional problem-solving skills appropriate to their areas of interest</p>	<p>1. Demonstration; models in textbooks; practice; strategies developed in mathematical courses; assignments that require applications to daily life contexts. Courses: Math 110 or 111 or higher level MATH or STAT course</p> <p>2. Demonstration, models in textbooks, practice, and other strategies used in mathematical courses; assignments that require students to employ additional problem-solving skills appropriate to their areas of interest.</p> <p>Courses: MATH 118 or 119 or 153 or higher level MATH course; STAT 301 or higher level STAT course; any lab course in science or engineering/technology; any course in which mathematics plays a prominent role.</p>
<p>Students use the information in written descriptions of problems in order to solve them in situations where the solutions follow a prescribed pattern..</p> <p>Students use the information in written descriptions of problems in order to solve them in situations where the student must select an appropriate method of solution among possible alternatives.</p>	<p>Simple word problems on exams or assignments; assignments that require students to explain how they have used information in written descriptions of problems in order to solve them. Courses: MATH 110 or 111 or higher level MATH or STAT course; any course which is quantitative in nature.</p> <p>Assignments that ask students to work with quantitative problems: lab reports; homework; projects; test problems.</p>

	<p>Courses: MATH 118 or 119 or 153 or higher level MATH course; STAT 301 or higher level STAT course; any course which is quantitative in nature.</p>
<p>Given a graph, chart, or table, students answer basic questions about the information provided and describe relationships among the data.</p> <p>Given graphs, charts, or statistical information, students identify possibilities and limitations in the potential application of the data.</p>	<p>Assignments that ask students to work with or compile graphs, charts, or tables. Courses: Math 110 or 111 or higher level MATH or STAT course</p> <p>Assignments that ask students to work with or compile graphs, charts, or tables; assignments that require students to articulate the possibilities and limitations in the potential application of the data; laboratories; Internet searches; textbook graphics; homework projects Courses: MATH 118 or 119 or 153 or higher level MATH course; STAT 301 or higher level STAT course; Science lab</p>
<p>Students interpret symbolic language when it is presented in problems.</p> <p>Given an application, students collect data and use basic statistical language to describe that data.</p>	<p>Assignments that ask students to work with quantitative problems; labs; reports; text exercises; homework; projects; test problems Courses: Math 110 or 111 or higher level MATH or STAT course PHIL 162 or P265</p> <p>Assignments that ask students to work with or compile and interpret statistical information; laboratories; Internet searches; textbook readings; homework; projects Courses: MATH 118; STAT 301 or higher level STAT course; any course which is statistical in nature; Science lab; Philosophy courses.</p>
<p>Students identify appropriate approaches to solving problems.</p> <p>In solving problems without prescribed methods of solutions, students recognize potential approaches to their solution and implement effective solutions.</p>	<p>Assignments that ask students to work with quantitative problems; lab reports; homework; projects; test problems.</p> <p>Courses: Math 110 or 111 or higher level MATH or STAT course; any course which is quantitative in nature.</p> <p>Assignments that ask students to work with quantitative problems, or to identify possible approaches to solving a problem, and articulate reasons for their choice; laboratories; homework; projects, test problems.</p> <p>Courses: MATH 118 or 119 or 153 or higher level MATH course; STAT 301 or higher level STAT course; Any course which is quantitative or statistical in nature.</p>

PUL 1 (e)

Core Communication and Quantitative Skills: These skills involve the ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology. They are the foundation skills necessary for IUPUI students to succeed. This set of skills is demonstrated by the ability of students to:

- e) Make effective use of information resources and information technology for personal and professional needs.**

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED	DEMONSTRATION OF COMPETENCE
<p>1. Student effectively interacts with multiple computer programs and platforms to create, edit, save, and manage files using the following kinds of software:</p> <ul style="list-style-type: none"> • Communication software (email; chat; course management) • Presentation software/graphics • Word processing • Databases • Spreadsheets <p>1. Discipline-specific applications of all the above kinds of software</p>	<p>IT training Workshops (STEPS & PROSTEPS; IT training Online --NETg) and Knowledge Base (http://kb.iu.edu)</p> <p>Courses: CPT 106 or related courses First Year Experience Courses (Learning Communities)</p> <p>IT training Workshops (STEPS & PROSTEPS; IT training Online --NETg) and Knowledge Base (http://kb.iu.edu)</p> <p>Discipline-specific courses requiring information literacy</p> <p><i>* may require multiple courses/training sessions</i></p>	<ul style="list-style-type: none"> • Threaded class discussion • Student uses university-specific online applications (Oncourse; email) • One or more assignments or tests that draw(s) upon more than one application software program <p>Research projects, research papers, or presentations using information technology</p>

<p>2. Student determines the nature and extent of the information needed.</p> <p>2. Student evaluates and refines information needs according to discipline, available resources, and potential audience</p>	<p>Writing assignments' Library assignments Librarian-led sessions in classes One-on-one sessions with librarians</p> <p>Courses:</p> <ul style="list-style-type: none"> • First Year Experience Courses (Learning Communities; Critical Inquiry • Eng. W131 or related courses <p>Research papers</p>	<ul style="list-style-type: none"> • Student identifies key concepts in terms that describe the information needed • Student identifies appropriate resources as starting points • Student develops and information search strategy <p>Student independently identifies and locates appropriate discipline-specific library resources</p>
<p>3. Student accesses and evaluated information effectively and efficiently</p> <p>3. Student selects efficient and effective approaches for accessing information and modifies the research strategy as new insights are gained.</p>	<p>Assignments that require students to reflect on the process of acquiring information</p> <p>Research papers</p>	<ul style="list-style-type: none"> • Student locates library resources – books, journals, databases, etc. • Student constructs and implements effectively designed search strategies • Student applies evaluative criteria to information sources • Student carries out a search for information using a variety of information retrieval systems and strategies appropriate to the assignment and discipline • Student modifies topic and query (broadens, narrows, changes) based on evaluation of information retrieved
<p>4. Student organizes and uses information effectively to accomplish a specific purpose.</p> <p>4. Student demonstrates an understanding</p>	<p>Writing assignments Oral presentations</p> <p>Research papers</p>	<ul style="list-style-type: none"> • Student identifies types of information sources cited in a research tool (e.g. journal index, website, etc.) • Student correctly cites sources when needed <p>Student compares new knowledge with</p>

that a variety of sources will provide additional evidence for the topic.	Independent research projects	prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
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PUL 2

Critical Thinking: The ability of students to analyze carefully and logically information and ideas from multiple perspectives. This skill is demonstrated by the ability of students to:

- a) Use knowledge and understanding in order to generate and explore new questions from multiple perspectives
- b) Solve challenging problems
- c) Analyze complex issues, make informed decision, and evaluate decisions made
- d) Synthesize information in order to arrive at reasoned conclusions
- e) Evaluate the logic, validity, and relevance of information

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p>1. <i>Students use knowledge and understanding in order to generate and explore new questions from multiple perspectives. In so doing, they</i></p> <ul style="list-style-type: none"> • Make reasonable inferences from observations and evidence • Identify and use discipline-specific problem-solving frameworks • Apply previously learned concepts to new situations • Apply multiple perspectives in an example/examples • Generate original questions • Examine new information in context of existing or previous knowledge 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p>

	<p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i></p>
<p>2. <i>Students solve challenging problems</i></p> <ul style="list-style-type: none"> • <i>Organize information for problem solving</i> • <i>Demonstrate basic knowledge relevant to the problem and use of symbolic representation of information</i> • <i>Identify components of context that influence problem-solving activity</i> • <i>Demonstrate respect for multiple perspectives</i> 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p> <p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i></p>
<p>3. Analyze complex issues to make informed decisions: Students can do most or many of the following:</p> <ul style="list-style-type: none"> • Accurately interpret evidence, statements, graphics, questions, etc. • Identify relevant arguments (reasons and claims) pro and con • Offer analyses and evaluations of obvious alternative points of view • Draw warranted, non-fallacious conclusions • Justify some results or procedures and explain reasons • Fair-mindedly follow where evidence and reasons lead <p>3(b) Analyze complex issues to make informed decisions: Students consistently do all or almost all of the following:</p> <ul style="list-style-type: none"> • Accurately interpret evidence, statements, graphics, questions, etc. • Identify salient arguments (reasons and claims) pro and con • Offer thoughtful analyses and evaluate major alternative points 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p> <p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening</i></p>

<p>of view</p> <ul style="list-style-type: none"> • Draw warranted, judicious non-fallacious conclusions • Justify key results and procedures and explain assumptions and reasons • Fair-mindedly follow where evidence and reasons lead 	<p>examinations, oral examinations, multiple-choice questions.</p>
<p>4. Students synthesize information in order to arrive at reasoned conclusions. They demonstrate this by:</p> <ul style="list-style-type: none"> • Discerning and then comparing and contrasting varying perspectives and sources of information • Recognizing differences between a perspective and its source 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p> <p><i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i></p>
<p>5. Students evaluate the logic, validity, and relevance of information through habits of logical thinking that include the following:</p> <ul style="list-style-type: none"> • Identifying the logic of their own thinking • Sorting evidence and sources of evidence according to credibility and relevance • Recognizing and tolerating ambiguity and/or incomplete data 	<p>A. Teaching methods at the introductory and intermediate levels may include the following:</p> <p><i>Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-on activities, critical inquiry exercises/courses, case studies.</i></p> <p>B. Assignments at the introductory and intermediate level may include the following:</p> <p><i>Drawing and explaining concept maps; laboratory experiments; reviews, critiques, conducting and analyzing interviews, problem solving, individual and group projects, textual analysis, Internet search, reflection paper, compositions</i></p> <p>C. Assessment approaches may include the following:</p>

	<i>Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.</i>
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PUL 3

Integration and Application of Knowledge

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:

- a) enhance their personal lives;
- b) meet academic and professional standards and competencies; and
- c) further the goals of society.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p>1. Students identify connections among knowledge, concepts, and objectives within particular courses.</p> <p>1. Students begin to analyze and synthesize knowledge and concepts in particular courses to gain a better understanding of that particular subject.</p>	<p>UC 110; UC 112; Any Gateway or 100-level course assignment that requires students to research a situation and/or report on connections among knowledge, concepts, and/or course objectives.</p> <p>Any Gateway or 200-level course assignment that requires students to analyze and/or synthesize knowledge and concepts within a particular course.</p>
<p>2. Students recognize connections among knowledge, concepts, and objectives in different courses and/or different disciplines, noting, for example, similarities and differences in the knowledge, concepts, or objectives.</p> <p>2. Students apply knowledge from one course to answer or raise questions in another course..</p>	<p>UC 110; UC 112; Any Gateway or 100-level course assignment that requires students to research a situation and role play problems or cases by demonstrating or articulating the connections within personal, professional, and social situations</p> <p>Any Gateway or 200-level course assignment wherein students apply knowledge from one course to answer or raise questions in another course.</p>
<p>3. Students recognize connections between course knowledge, concepts, and objectives and their personal experiences and perspectives.</p> <p>3. Students demonstrate in their writing, verbal communication, and other academic work an awareness between personal experiences and</p>	<p>And course assignment at the 100-200 level that articulates connections between course knowledge, concepts, and objectives and students' personal experiences and perspectives.</p> <p>Any course assignment at the 200+ level wherein students demonstrate an awareness between personal experiences and perspectives and academic</p>

perspectives and academic experience.	experience.
4. Students understand connections between and relevance of academic experience in their personal, professional, and community lives.	UCOL 110; Gateway Courses; other 100-level courses: any course assignment where students connect their academic experiences to their personal, professional, and/or community lives.
4. Students utilize awareness of the connections between their academic experiences and their personal, professional, and community lives to enhance personal relationships and contributions to their profession and larger community.	Service learning projects; internships; practica; any course assignment at the Gateway or 200 level that demonstrates awareness of how connections between academic experiences and personal, professional, and community life may enhance (or has enhanced) personal relationships and contributions to students' professions or community.

PUL 4

Intellectual Depth, Breadth, and Adaptiveness

The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems:

- a) *Intellectual depth* describes the demonstration of substantial knowledge and understanding of at least one field of study.
- b) *Intellectual breadth* is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines.
- c) *Intellectual adaptiveness* is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED
1. Students articulate the idea that different disciplines/subdisciplines approach problems with different methods and different perspectives.	Show historical relationships among different approaches (e.g. behavioral psychology as reaction against psychoanalytic approach)
1. Students identify assumptions, core beliefs, premises, and/or major concepts of different disciplines and/or subdisciplines.	Sample opportunities to demonstrate competence: Windows on Science: any pertinent assignment. Any assignment(s) from Gateway Courses or Critical Inquiry courses that require students to articulate differences in method and perspective among different disciplines. Assignment(s) that compare and contrast different opinions and approaches (e.g. through comparing readings that take different perspectives or express different opinions)

	<p>Sample opportunities include assignments from any gateway or 200-level courses that require a compare/contrast or multiple perspective approach.</p>
<p>2. Students apply discipline-specific criteria to determine and evaluate reliability of information.</p> <p>2. Students demonstrate foundational knowledge of a discipline (e.g. artist's portfolio)</p>	<p>Assignments that ask students to apply discipline-specific criteria (for example: "the scientific method,") to a given case or problem</p> <p>Any assignment in a 200-level or Gateway course that addresses the foundational knowledge of their major. This would, of course, vary among disciplines.</p>
<p>3. Students adapt communication of ideas to different situations and audiences.</p> <p>3. Students express orally or in writing several perspectives on an issue.</p>	<p>Assignments that require students to write or speak about issues in different contexts.</p> <p>Sample opportunities to demonstrate competence include appropriate assignments from W131; R110; any Gateway or 100level course</p> <p>Assignment that require students to model different approaches to an issue or problem.</p> <p>Sample opportunities to demonstrate competence include appropriate assignments from any Gateway or 200-level course</p>
<p>4. Students express orally or in writing their own perspectives and knowledge about an issue.</p> <p>4. Students express orally and in writing perspectives different from their own.</p>	<p>Assignments that ask students to express orally or in writing their own perspectives and knowledge about an issue.</p> <p>Sample opportunities to demonstrate competence include assignments in W131; R110; W130; UC 110; and Gateway or 100-level course assignments that require students to express orally or in writing their own perspectives and knowledge about an issue.</p> <p>Assignments that require students to apply different perspectives, including perspectives different from their own, to an issue or a problem.</p> <p>Sample opportunities to demonstrate competence include appropriate assignments from any Gateway or 200-level course.</p>

PUL 5

	<p>to deconstruct how various statements and positions on these events and phenomena were reached. Examples include double-sided journals reflecting on current events during the semester; critical reading of letters to the editor or advice columns from the newspaper.</p> <p>Courses: same list as above, plus English L202, Communications Studies C201, Economics E201, E202, History H217, Political Science Y205</p> <p>Assignments that ask students to recognize, practice, and/or critique a particular disciplinary approach. Examples include review of a scholarly journal devoted to a particular issue; examination of the life and work of a particular scholar.</p>
<p>2. Students are familiar with some of the basic parameters of a national or subnational group other than their own (either within the United States or beyond), such as:</p> <p>a. the basic cultural, social, economic, political, or religious structures of that group,</p>	<p>a. Courses: African American Studies A150, Anthropology A104, Communications Studies C180, Education E300, Geography G110, G130, Political Science Y103, Y217, Religious Studies R212, Social Work S100, Sociology R100, R121, Women's Studies W105</p> <p>Assignments that ask students to develop a comprehensive profile of a particular group. Examples include drafting an encyclopedia entry for the group; discussing how the economic structures of the group relate to its kinship structures; analyzing how one particular</p>

<p>b. literature, art, folklore, music, or other elements of expressive culture produced by members of the group,</p> <p>c. the group's relations with other groups, particularly in terms of such issues as ethnicity, race, class, gender, and ability,</p>	<p>trait or behavior pattern for the group relates to its overall characteristics and position.</p> <p>b. Courses: African American Studies A150, Anthropology A104, Classical Studies C205, Communications Studies C201, T130, English L115, L200, L203, L204, L205, L207, L213, C190, Folklore F101, F111, German G265, Herron H100, Japanese E231, Music M174, Religious Studies R101, R223, Spanish S231, S240, World Languages F200.</p> <p>Assignments that ask students to experience and/or analyze a particular example of expressive culture from a particular group. Examples include writing a position paper from the perspective of a particular character in a novel; interpreting a painting, poem, folk song; attending a cultural event and writing a response paper to the event.</p> <p>c. Courses: African American Studies A150, A202, Anthropology A104, A201, Communications Studies C180, Economics E101, Education K201, E300, English G104, L207, Geography G110, G130, Labor Studies L101, L105, L110, Philosophy P120, P221, Political Science Y101, Y103, Y213, Y219, Y250, Sociology R100, R121, R220, R240, SPEA J101, J201, V160, V170, V264, Social Work S100, S251, Women's Studies W105, World Languages F200</p> <p>Assignments that ask students to examine, debate, and discuss the interaction among two or more groups. Examples include asking students to take the position of each group in turn, then asking them to work collaboratively to resolve differences.</p>
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<p>d. the group's past history and/or the current issues and problems it faces.</p> <p>2. Students are familiar with a range of different social and cultural systems, both around the world and within the United States, by having at least one of the following:</p> <p>a. knowledge of two or more groups or societies in some depth,</p> <p>b. understanding of the global and regional systems that cross-cut individual societies,</p>	<p>Courses: African American Studies A150, A202, Anthropology A103, A104, Economics E101, E111, E112, Geography G110, G185, Geology G132, History H105, H106, H108, H109, H113, H114, H221, H227, Labor Studies L101, L105, Political Science Y101, Y103, Social Work S251, Sociology R100, R121, R240, SPEA H120, J101, V264, Women's Studies W105</p> <p>Assignments that ask students to recognize and chronicle the events and processes that led to a group's current condition and/or to identify the issues now before that group. Examples include collecting editorials around a topical area; reviewing popular magazines to determine how a group is represented in advertising; tracing out the evolving history of a particular issue for the group.</p> <p>a. Courses: any two of the courses listed for 2.a-d above.</p> <p>Assignments that ask students to explore the basic parameters, expressive culture, and/or history of a second group in addition to one they have already studied. See 2.a above for examples.</p> <p>b. Courses: Anthropology A104, Economics E101, Geography G110, G130, G185, Geology G107, G132, History H109, H114, H221, H227, Labor Studies L105, Political Science Y101,</p>
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<p>c. a general overview of the course of human history and development over time.</p>	<p>Y217, Y219, Religious Studies R212, Sociology R100, SPEA V160, World Languages F200</p> <p>Assignments that ask students to consider the impact of global and regional systems on particular societies, and/or to examine trends of change in these systems. Examples include exploring the global impact of such phenomena as Asian martial arts or American fast food franchises; using basic trade statistics to trace out the major flows of goods from various parts of the world to other parts; listing all the items that students use daily that come from other nations.</p> <p>c. Courses: Anthropology A103, Economics E111, E112, English L213, Herron H101, H102, History H105, H106, H108, H109, H113, H114, H221, H227</p> <p>Assignments that ask students to recognize and analyze the basic events, processes, and causal factors that have shaped human history from earliest times to the present. Examples include visiting museums with historical collections and analyzing how particular objects fit within their larger historical contexts; creating and defending top ten lists of the most important events in human history; research papers that explore the reasons behind particular historical changes.</p>
<p>3. Students are familiar with some of the basic parameters of American society, such as:</p> <p>a. key aspects of American cultural, social, economic, political, or religious life,</p>	<p>a. Courses: American Studies A103, Political Science Y103, Y213, Y250, Religious Studies R173, Sociology R100, R121,</p>

<p>b. important examples of American literature, folklore, music, or other elements of expressive culture,</p> <p>c. the major events and processes that have characterized American history, both internally and in terms of its relations with other nations,</p> <p>d. the social and cultural diversity of the American population.</p>	<p>R220, SPEA J101, V160, V264.</p> <p>Assignments that ask students to develop a broad, analytical view of one of these major dimensions of American life. Examples include placing a particular current event or issue within the larger social, cultural, economic, political, or religious structures of American life; composing an overview of a particular aspect of American life, such as kinship or social class.</p> <p>b. Courses: English L115, L200, C190, Folklore F131, Herron H103, Music Z201, Z202, Spanish S231.</p> <p>Assignments that ask students to experience and/or analyze a particular example of American expressive culture. Examples include placing a particular story, song, or work of art within the context of major events and issues shaping American life; exploring how a story, song, or work of art relates to the life of the individual(s) who created it.</p> <p>c. Courses: History H105, H106, H114, Labor Studies L101.</p> <p>Assignments that ask students to recognize and chronicle the events and processes that led to the current nature and condition of the U.S. Examples include composing a detailed description of a particular event or process; tracing out the overall history of a particular aspect of American life, such as political parties or foreign policy.</p> <p>Courses: African American Studies A150, American Studies A103, Anthropology A104, Education K201, E300, Geography</p>
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<p>3. Students understand some of the forces that have shaped the history, complexity, and global positioning of the United States, and can bring this understanding to bear in assessing various statements and positions concerning American culture, society, and public policy.</p>	<p>G110, Political Science Y103, Psychology B104, Social Work S100, Sociology R100, R121, R220, R234, R240, Women’s Studies W105.</p> <p>Assignments that ask students to recognize the range of identities and groups that now constitute the American population, as well as their basic interrelationships. Examples include building outward from one’s personal economic, ethnic, racial, or subcultural position to an understanding of the full range of such positions in the U.S.; evaluating the nature and impact of census data on understandings of American diversity; tracing out the history of the civil rights and similar movements.</p> <p>Courses: African American Studies A150, American Studies A103, Anthropology A104, Economics E101, E111, E112, Geography G110, History H105, H106, H114, Labor Studies L101, Political Science Y103, Y213, Y250, Sociology R100, R121.</p> <p>Assignments that ask students to recognize and analyze the basic events, processes, and causal factors that have shaped American history. Examples include assessing the present-day impact of a particular event in American history; evaluating various public statements on the nature of American life.</p>
<p>4. Students understand how culture, social institutions, and personal experience influence one’s attitudes, behaviors, and beliefs.</p>	<p>Courses: Anthropology A104, Communications Studies C180, C201, Economics E201, Education K201, E300, English G104, L115, L207, Folklore F101, F131, Geography G110, German G265, Herron H100, Labor Studies L110, Political Science Y101, Psychology B104, Religious Studies R101, R283, Social Work</p>

<p>4. Students assess their own beliefs, attitudes, and behaviors concerning human nature and society, recognizing the nature, origins, strengths, and limitations of these views and practices.</p>	<p>S100, Sociology R100, R121, R220, R234, Spanish S240, Women's Studies W105, World Languages F200.</p> <p>Assignments that ask students to make a connection between actions or beliefs and the background of the person or group exhibiting those actions or beliefs. Examples include analyzing how a particular document or work of art reflects the social and cultural position of the author; exploring cross-cultural differences in how a particular social institution is carried out.. Anthropology; Religious Studies; Sociology; Literature Group work</p> <p>Courses: same as above plus Anthropology A103, Philosophy P221.</p> <p>Assignments that ask students to reflect on some of their own actions or beliefs and the ways in which these reflect their own background. Examples include role-playing in which students defend a social practice that is unfamiliar to them; a self-awareness inventory of one's own background; examining the evolutionary evidence on human nature as well as various philosophical positions on the topic.</p>
<p>5. Students have direct personal experience with members of a social or cultural group other than their own, through interaction with members of the group on campus or through attendance at performances, festivals, lectures, and/or exhibits sponsored by the group.</p>	<p>Courses: any course that invites guest speakers or performers from diverse backgrounds to the class or that encourages students to attend relevant activities outside of class.</p> <p>Assignments that require students to come into direct contact with members of a social or cultural group other than their own through attendance at an event, personal interviews, or internet correspondence. Examples include attendance at such an event;</p>

<p>5. Students are able to interact productively with individuals from other backgrounds, moving beyond stereotypes and preconceptions, being open to other ways of viewing the world, understanding basic principles of cross-cultural understanding and communication, and possibly being able to speak more than one language.</p>	<p>interviewing a member of an immigrant, racial, subcultural, or ethnic group other than one's own; corresponding with students or other individuals in another nation by email.</p> <p>Courses: Anthropology A104, Communications Studies C180, Education K201, E300, English G104, Geography G110, Philosophy P220, Psychology B104, Social Work S100, Sociology R100, and any language course (Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin, Russian, Spanish, and American Sign Language).</p> <p>Assignments that ask students to identify and deconstruct stereotypes, to practice taking on new ways of looking at a situation, to engage in cultural simulations, to recognize the value of teamwork, and to mediate disputes. Examples include becoming fluent in another language; devising a list of ten principles for cross-cultural understanding; team-building exercises that stress diversity.</p>
<p>6. Students recognize the complexity and importance of at least one of the following forces in human social and cultural life:</p> <p>a. the construction of individual identity in its social context</p>	<p>a. Courses: Anthropology A104, Psychology B104, Sociology R100, R220, R234.</p> <p>Assignments that ask students to recognize that personal identity is shaped over time and to identify the social factors that contribute to personal identity. Examples include charting changes in one's own identity as one goes through the life cycle; exploring how</p>

<p>b. the many intersecting dimensions of diversity, including cultural belief, gender, age, class, education, race, ethnicity, ability, personality, and a host of other factors,</p> <p>c. the factors that lead to social and cultural change and influence public policy, as well as theories concerning how such change proceeds over time,</p> <p>d. the patterns of globalization, urbanization, and technological development now reshaping all societies,</p>	<p>different individuals relate to a particular social label or category.</p> <p>Courses: African American Studies A150, Anthropology A104, Biology N200, Education K201, E300, Psychology B104, Religious Studies 133, Social Work S100, Sociology R100, R121, R220, R240, Women’s Studies W105.</p> <p>Assignments that ask students to explore how two or more of these factors influence each other. Examples include exploring how gender and race affect each other; role-playing how being differently abled or being a senior citizen would affect one’s social positioning.</p> <p>Courses: Anthropology A103, A104, Economics E101, E111, E112, Geography G110, Political Science Y101, Sociology R100.</p> <p>Assignments that ask students to identify the major forces that cause societies and cultures to change over time. Examples include exploring the interplay of political, economic, and cultural forces in provoking ethnic conflicts; tracing out the history and impact of a particular movement for social change.</p> <p>d. Courses: Anthropology A104, Communications Studies M150, Geography G130, History H106, H109, H114, Informatics I202, Journalism J110, Sociology R100, R121.</p> <p>Assignments that ask students to recognize the importance of these forces in their own lives, consider how these forces have affected different societies differently, and/or project where these forces might be leading in the future. Examples include collecting and</p>
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<p>e. the role of ritual, performance, and expressive culture in shaping belief and action,</p> <p>f. the role of environmental, political, and economic forces in shaping belief and action.</p> <p>6. Students recognize the complexity and importance of</p>	<p>analyzing the migration history of one's own ancestors; investigating the social and cultural impact of the internet.</p> <p>e. Courses: Anthropology A104, Classical Studies C205, Communications Studies C180, C201, T130, English L115, L200, L203, L204, L205, L207, C190, Folklore F101, Herron H100, Music M174, Religious Studies R133, R223, World Languages F200.</p> <p>Assignments that ask students to consider how particular performances, rituals, or other types of expressive culture might affect their viewers/readers. Examples include comparing novels on the same theme from two different nations; analyzing the social importance of recurrent mythological themes.</p> <p>Courses: Anthropology A104, Economics E101, E201, E202, Geography G110, G130, G185, Geology G107, G123, G132, Labor Studies L110, Philosophy P237, Political Science Y101, Social Work S251, Sociology R100, R121, R220, R234, R240, SPEA E162, H120, J101, V160, V264.</p> <p>Assignments that ask students to to recognize the importance of these forces in their own lives, consider how these forces have affected different societies differently, and/or project where these forces might be leading in the future. Examples include composing and defending a State of the Planet address for the year 2050; researching the impact of human activity on a particular species of plant or animal.</p> <p>Courses: any two or more of the above courses.</p>
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<p>several of the forces just listed, as well as the ways in which these forces interact and shape each other.</p>	<p>Assignments that ask students to explore how two or more of these forces shape each other. Examples include analyzing the political meaning of a play or novel; identifying a range of factors that have shaped a particular current event.</p>
<p>7. Students are able to recognize and critically examine both implicit and explicit representations of cultures and societies found in verbal, written, visual, cinematic, and other popular media.</p> <p>7. Students are able to recognize and critically examine various theories and statements concerning culture and society found in scholarly texts.</p>	<p>Courses: Communications Studies M150, R220, T130, English L200, L210, C190, W260, Folklore F101, F111, F131, Herron H100, Informatics I202, Journalism J110, Music M174, Z201, Z202, Political Science Y250, World Languages F200.</p> <p>Assignments that ask students to evaluate a particular representation in terms of its messages - both implicit and explicit - about particular social and cultural groups. Examples include analyzing the visual and textual image used to create a certain mood in advertising; chronicling the ethnic and racial images presented in a particular television show during the course of the semester.</p> <p>Courses: Anthropology A103, A104, Communications Studies C180, C201, R220, Economics E101, E201, E202, English G104, L202, W260, Folklore F101, Geography G110, Herron H100, History H217, Philosophy P110, P220, P221, Political Science Y101, Y205, Psychology B104, Religious Studies R133, Sociology R100.</p> <p>Assignments that ask students to recognize and evaluate the theoretical position, research</p>

Values and Ethics

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the ability of students to:

- a) make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices; and
- b) recognize the importance of aesthetics in their personal lives and to society.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
<p>1. <i>Students articulate their respective system of personal and societal (including professional) values.</i></p>	<p>Address the following: What values are most important to you? How did you develop your value system?</p> <p>Post a paper you have written for a course that relates some development in your understanding of values and ethics, personally or professionally, or develop your own statement. Feel free to link to additional items you have written or done to support your views.</p>
<p>2. <i>Students explain and provide examples of how their respective value system (personal and/or professional) relates to personal and professional conduct.</i></p>	<p>Address the following: How does your value system guide your personal actions as a citizen in society? How does your value system impact decisions made in your chosen or desired career or professional life?</p> <p>Post a paper you have written for a course that addresses or otherwise relates to the relationship between personal and professional values, or develop your own statement. You may attach documents from work or organizations that provide examples of your personal or professional conduct or expectations for personal/professional conduct.</p>
<p><i>Students demonstrate an understanding of and respect for the value systems of others in contrast to their own, and can explain how decisions and conclusions may vary based on different perspectives.</i></p>	<p><i>Provide examples of specific issues in which people of good will, having different value systems, may reach different conclusions.</i></p>

Notes from General Education/Student Learning/Electronic Portfolio Sub-Committee of PRAC

February 13, 2003

In attendance: Jay Howard
Linda Haas
Joe Kuczkowski
Sharon Hamilton

Interested but could not attend: Polly Boruff-Jones
Susan Kahn

We focused primarily on concerns and questions related to the student electronic portfolio.

These are:

1. What will motivate students to complete their portfolios?
2. Will incomplete portfolios serve as a barrier to graduation?
3. Will Gateway faculty have faculty development resources to develop assignments that link to the learning matrix?
4. What about students who take courses out of order (e.g. 400 level courses in the first or second year; or students who leave required 100-level Gateway courses until their final year)?
5. Several problems related to listing specific courses (e.g. W131) to meet a requirement in the matrix. This may steer students to one or two courses when many courses may meet the requirement. This also relates to RCM issues. Is there a way to list recommended courses by major? Will all instructors of a particular course develop assignments to address one or more of the PULs? Having assignments targeted to address a particular PUL may depend more upon specific faculty members than on specific courses.
6. Is a 40-cell learning matrix overkill? Will all transfers and majors fill out all boxes or even a majority of the boxes?

These are all excellent questions. I do not have answers to any of them, although I have some ideas about all of them. Do we want to try to “converse” via e-mail about some of these?