

Comparison of Gen Ed Goals (GETF Goals Sub-committee; Jan-06)

IUPUI Principles of UG Learning	AAC&U <i>Greater Expectations</i>	UND Goals of Gen/Ed
<p>The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at Indiana University Purdue University Indianapolis. These principles from a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. More specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.</p>	<p>Students will continue to pursue different specializations in college. But across all fields, the panel calls for higher education to help college students become intentional learners who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lives. To thrive in a complex world, these intentional learners should also become:</p> <p>Empowered through the mastery of intellectual and practical skills</p> <p>Informed by knowledge about the natural and social worlds and about forms of inquiry basic to these studies</p> <p>Responsible for their personal actions and for civic values.</p> <p>Taken together, these outcomes form the core of a twenty-first century liberal education—liberal not in any political sense, but in terms of liberating and opening the mind, and of preparing students for responsible action. The panel calls for a new national commitment to provide an excellent liberal education to all students, not just those attending elite institutions and not just those studying traditional arts and sciences disciplines. Professional studies—such as business, education, health sciences, technologies—should also be approached as liberal education.</p>	<p>Students are expected to explore a broad range of content areas and to develop broad learning abilities as they complete their general education requirements at UND. Student' general education courses should anchor their future university work and provide a model for life-long learning.</p> <p>By the time students complete their general education courses, they should be able to: [goals listed below]</p>
<p>Core Communication and Quantitative Skills</p> <p>[Definition]: The ability of students to write, read, speak and listen, perform quantitative analysis, and use information resources and technology-the foundation skills necessary for all IUPUI student to succeed.</p> <p>[Outcomes]: This set of skills is demonstrated, respectively, by the ability (a) to express ideas and facts to others effectively in a variety of written formats, (b) to comprehend, interpret, and analyze texts, (c) to communicate orally in one-on-one and group settings, (d) to solve problems that are quantitative in nature, and (e) to make efficient use of information resources and technology for personal and professional needs.</p>	<p>The Empowered Learner <i>Outcome/ Facilitating Strategies</i></p> <p>Communicate well in diverse settings and groups, using written and oral means</p> <ul style="list-style-type: none"> • Writing assignments of multiple kinds (expository, creative, and personal writing) for many purposes; required and critiqued oral presentations; <p>Employ a variety of skills to solve problems</p> <ul style="list-style-type: none"> • Problem-based learning; undergraduate research; inquiry-based 	<ul style="list-style-type: none"> • Communicate effectively, both orally and in writing
<p>Critical Thinking</p> <p>[Definition]: The ability of students to analyze carefully and logically information and ideas from multiple</p>		<ul style="list-style-type: none"> • Think critically and creatively

<p>perspectives.</p> <p>[Outcomes]: This skill is demonstrated by the ability of students (a) to analyze complex issues and make informed decisions, (b) to synthesize information in order to arrive at reasoned conclusions, (c) to evaluate the logic, validity, and relevance of data, (d) to solve challenging problems, and (e) to use knowledge and understanding in order to generate and explore new questions.</p>	<p>science labs</p> <p>Work well in teams, including those of diverse composition, and build consensus</p> <ul style="list-style-type: none"> Planned and supervised experiences in teamwork, both in class and in off-campus settings 	
<p>Integration and Application of Knowledge</p> <p>[Definition]: The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.</p> <p>[Outcomes]: This skill is demonstrated by the ability of students to apply knowledge (a) to enhance their personal lives, (b) to meet professional standards and competencies, and (c) to further the goals of society.</p>	<p>The Informed Learner <i>Area of Knowledge/ Facilitating Strategies</i></p> <p>The human imagination, expression, and the products of many cultures</p> <ul style="list-style-type: none"> Interdisciplinary and integrated courses on creativity through the ages <p>Global and cross-cultural communities</p>	<ul style="list-style-type: none"> Make informed choices
<p>Intellectual Depth, Breadth, and Adaptiveness</p> <p>[Definition]: The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.</p> <p>[Outcomes]: (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) 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.</p>	<ul style="list-style-type: none"> Drawing on students' diverse experiences to enrich classroom discussion; integrating study abroad into courses back on the home campus; teaching courses world-wide through video-conferencing <p>Modeling the natural world</p> <ul style="list-style-type: none"> Student team-designed lab experiments to answer questions 	<ul style="list-style-type: none"> Understand how conclusions are reached in the natural sciences, the social sciences, and the arts and humanities Acquire knowledge over a broad spectrum of subject areas
<p>Understanding Society and Culture</p> <p>[Definition]: The ability of students</p>	<p>The Responsible Learner</p>	<ul style="list-style-type: none"> Develop some familiarity with cultures

<p>to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.</p> <p>[Outcomes]: This skill is demonstrated by the ability (a) to compare and contrast the range of diversity and universality in human history, societies, and ways of life; (b) to analyze and understand the interconnectedness of global and local concerns; and (c) to operate with civility in a complex social world.</p>	<p><i>Responsibility Expected/ Facilitating Strategies</i></p> <p>Active participation as a citizen of a diverse democracy</p> <ul style="list-style-type: none"> • Service learning; debate on proposed solutions to current social problems <p>Understanding oneself and one's multiple identities</p> <ul style="list-style-type: none"> • Personal writing that requires self-reflection upon a wide variety of subjects, and that situates the self in relation to others 	<p>other than their own</p>
<p>Values and Ethics</p> <p>[Definition]: The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics.</p> <p>[Outcomes]: A sense of values and ethics is demonstrated by the ability of students (a) to make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices; and (b) to recognize the importance of aesthetics in their personal lives and to society.</p>		