Program Review and Assessment Committee

Thursday, April 17, 2003
1:30-3:00 p.m., UL 1126
Karen Johnson, Acting Chair
Susan Kahn, Recorder

AGENDA –

MINUTES –

Present: W. Agbor-Baiyee, L. Angermeier, D. Appleby, S. Avgoustis, T. Banta, C. Dobbs, E. Gonzalez, L. Haas, M. Hansen, L. Houser, K. Johnson, S. Kahn, L. Kasper, J. Kuczkowski, H. Mzumara, M. Plummer, I. Queiro-Tajalli, E. Sener, J. Smith, A. Wilson, C. Yokomoto, and N. Young

Introduction and Approval of March Minutes

The meeting was called to order by K. Johnson at 1:30 p.m.

The minutes of the March 13, 2003 meeting were approved as written.

Report from the Ad Hoc Assessment Group

This report was postponed due to the absence of the presenter, D. Boland.

Program Review Report

Professor Kenna Quinet, Director of Undergraduate Programs in SPEA, reported on the outcomes of a 1999 program review of the Bachelor of Science in Criminal Justice. She explained that review team members included faculty from criminal justice programs at institutions similar to IUPUI and she reviewed the team's recommendations and subsequent actions by SPEA.

- The review team recommended that SPEA faculty in Criminal Justice develop a mission/vision statement. This has not occurred, primarily because CJ is within SPEA, which has an overall school mission, but not individual program missions..

- The team suggested making the tenure process less cumbersome. Criminal Justice has made the process more campus-centered and no longer requires tenure cases to be approved by all eight IU campuses.

- The team recommended that evaluation of part-time faculty be strengthened. The program has implemented this recommendation; several part-time faculty have been let go; mentoring is provided to part-time faculty having difficulties; and financial constraints have forced decreased course offerings and larger course sections, meaning that fewer part-time faculty are needed.

- The team was also concerned about the impact of course buy-outs, given the small number of full-time faculty members in the programs. Buy-outs remain a major problem; it is possible that in 2003-2004, the program could be down to 4.5 full-time faculty as a result of sabbaticals and buy-outs..

- The team noted a need for better connections between the Criminal Justice program and the Career Center. The program now works more closely with the Career Center on internships and other opportunities for current and graduating students.

- The team advised the program to fill in some gaps in the curriculum. Faculty have developed new courses in Terrorism, Homicide, Privatization in Criminal Justice, Global Criminal Justice System, and Drugs and Alcohol. Financial constraints have made it difficult for the program to implement this recommendation as fully as the faculty would like.

- The team suggested reviewing and updating the General Education requirements for the Bachelor of Science in Criminal Justice. One result of efforts here is that course titles have changed, with 300- and 400- level courses no longer labeled as "introductions" to an area of study. The curriculum has still not been fully mapped to the PULs, but general education requirements now are more closely matched to those of the Schools of Liberal Arts and Science. Students have the option of selecting a more science-focused track or a track that incorporates study of a foreign language.

- The team expressed a concern about the program's location in SPEA. The program remains in SPEA and Quinet noted that she finds the public affairs dimension valuable.

Overall, Quinet was enthusiastic about the review and its outcomes. The review team approached its work thoroughly, talking to students and faculty and examining many campus documents. In response to a question about whether the time had come for a another review, Quinet said that a review might be helpful, but not if the recommendations continue to focus on the need for more full-time faculty, since the program is not expecting additional resources for that.

Other committee members asked about the self-study preceding the review team's visit and the value of the entire process. Quinet answered that the work of the self-study included student focus groups, faculty discussion, and a student survey that yielded valuable information. The process also led faculty to examine data that they might not

have looked at otherwise. Many recommendations were not acted on, however, because of resource limitations, leadership changes, and the organization of SPEA, which encourages faculty to identify with the school, not the program.

Report on ePort Initiative

Jay Fern, UITS, and Stacy Morrone, Center for Teaching and Learning, used a PowerPoint presentation to provide an overview of planning for the technological infrastructure of the student electronic portfolio. In building the infrastructure, technology developers are focusing on providing a rich learning environment that can empower both students and faculty members. Rather than "patching together" various electronic functions and services, developers are creating a portal environment that will incorporate many components, including the ePort and Oncourse, into a unified set of Web services that can "talk" to one another. Students can import material from Oncourse into their portfolios in a single step, and an authentication and authorization process will allow their identities to follow them as they move through various programs and functions in the Web environment.

Currently, UITS programmers are developing the Learner Profile and the Learning Matrix, two key features of ePort. Students will own all content included in their electronic portfolios and will assign viewing rights to whomever they choose. Students involved in co-curricular activities can create a co-curricular matrix that will accommodate the rich set of experiences that many students bring to IUPUI. Students will not be simply plugging items into boxes on the matrix; the design will give students the power to select what they want to display from their various learning experiences and activities.

Many technological, conceptual, and educational issues remain to be resolved. For example, how will transfer students be expected to approach developing their portfolios? Will they be expected to complete the entire Learning Matrix?

In response to a question about whether implementing ePort will be worth the extra effort required from faculty, Morrone explained that the portfolios will help students articulate the ways in which assignments speak to specific PULs and help interested faculty think about the PULs in relation to their disciplines. Students will have the ability to connect and map their learning from various courses and disciplines and be empowered to think deeply about their own learning processes. Faculty at IUPUI decided to adopt the PULs; if it made sense to adopt them, then it makes sense to find methods for truly integrating them into the curriculum. Morrone noted that faculty will define the relationship of assignments to the PULs; students will decide whether to include particular assignments in their portfolios as evidence of competence in one or more PULs. H. Mzumara added that assignments included in the portfolios will be part of students' regular coursework and will not necessarily require additional work by faculty.

Fern noted that development of ePort will be an iterative process as we test successive versions and discover the features and capabilities most important for making it work to improve teaching and learning. The PULs will provide categories that allow us to make sense of large volumes of data on student learning generated by ePort.

T. Banta commented that a common complaint among faculty is that students forget what they have learned from one course to the next; the portfolio provides a mechanism

to help students connect learning among various courses and between courses and learning goals.

Current plans call for a pilot of ePort this fall. The pilot will use a simple version of the portfolio that includes the Learner Profile and the Learning Matrix. Refinements will then be made based on experiences with the pilot, as part of the iterative process that will go into fully developing the entire system.

Several committee members expressed concern that the Learning Matrix and levels of competence in the PULs are too rigid. Are we allowing enough flexibility or wrongly assuming that students progress through the curriculum in a strictly linear fashion? What about students who take several developmental courses during their first 26 hours? Are there too many boxes to fill in? Do we need all of this to implement the PULs?

Morrone replied that developers of the system will rely strongly on student focus groups to alert them to these kinds of problems. Banta noted that the system does not assume that students can attain competence only if they take certain courses and added that if we can accomplish what we have over the past year (i.e., developing rubrics for introductory and intermediate competence in all of the PULs and beginning development of the technological infrastructure), then we should be able to deal with problems that arise as we implement ePort.

C. Yokomoto observed that the emphasis on supporting and empowering students and on the flexibility of the system was welcome and commented that ePort will be easier to "sell" to faculty if it is not presented as a mandate. D. Appleby agreed that he was heartened by the language about enabling and empowering students. For example, the electronic portfolio will give students more control over how they are perceived by potential employers and graduate admissions committees. The portfolio should help students understand that they are working to develop the skills and knowledge they will need to succeed after college, making assignments and requirements seem less arbitrary to them. It will help them to understand that they need to take control of their education to gain the maximum benefit from it.

S. Avgoustis inquired about how ePort will be funded. Banta responded that the pilot will proceed and that a proposal will be submitted for the Dedicated Tuition Dollars fund; if successful, the proposal will allow the initiative to progress more rapidly by funding programming support in UITS and faculty stipends for scoring portfolios.

W. Agbor-Baiyee inquired about how we will know what constitutes a good, mediocre, or poor portfolio? How will students know whether they are on the right path? Morrone replied that a good portfolio is more than the bits and pieces that students place in the matrix; the overall quality arises from how the parts fit together, with students' reflective writing helping to unify the various pieces of work. As the initiative proceeds, we will work out procedures for reviewing the portfolios, possibly using members of the Senior Academy to respond to students' reflective writing, for example. Mzumara reminded the group that the rubrics developed by the ten faculty committees over the past year will provide guidance to both students and faculty for evaluating the quality of work in the portfolios.

Additional questions arose about plans to use the ePort for assessment and evaluation. How will we move from assessing individual pieces of work to looking at student achievement across units and the institution? Who will do this assessment? Banta replied that these issues are being addressed. E. Gonzalez asked how the digital library concept fits this initiative? Fern explained, as an example, that a reference in a student paper might link to an actual digital resource in the library. Gonzalez further inquired how various library specializations would be incorporated; Fern replied that these are the kinds of questions we need people to ask so that developers of the ePort will know what is most important to work on. He invited committee members to e-mail him with any further questions they might have. Banta added that while next year's pilot will primarily involve first-year students, any faculty member who wants his or her course included is welcome to join.

Recommendations from the IUPUI Future Group

Banta explained that the North Central review team provided us with a set of suggestions that we will review at a future meeting. Since we addressed so many topics in the self-study, we are still in the process of distilling all of the recommendations.

PRAC Annual Reporting Format

Banta passed out <u>two possible templates</u> to be used for this year's PRAC reports, due May 31. Most units will find the first template the best fit, but several are ready to use the second one, which asks about the impact of changes made as a result of assessment findings.

<u>Adjournment</u>

The meeting adjourned at 3:00 p.m.

Next Meeting

Thursday, May 8
1:30 to 3:00 p.m.
UL 1116

Changes Based on Assessment Findings at IUPUI				
School/Department	Year	Methods Used	Changes Made	Impact of Changes

PLANNING FOR LEARNING AND ASSESSMENT

1. What general outcome are you seeking?	2. How would you know it? (the outcome) **if you saw it?** (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?

ON THE ROAD TO CAMPUS CONSENSUS OF THE PULS AT IUPUI

Representing the work of ten multidisciplinary campus committees who have begun the work of defining what all students should know and be able to do in relation to the PULs at the first year and sophomore level

April 200+3
Sharon J. Hamilton

Multi-Disciplinary Campus Teams: Fall 200+2 – Spring 200+3

(Many more than are listed below expressed interest in joining a team, or began working with a team, but had to drop out of discussions because of other commitments)

1.Core Communication and Quantitative Skills

   a. Written Communication
Scott Weeden (English): Chair
David Sabol (English)
Harriet Wilkins (Technical Communication)

   b. Interpreting Text
Thom Marvin (English): Chair
Kevin Cramer ((History)
Joseph Harmon (Library)
Helen Henard (English; Student Advising in SLA)
Christian Kloesel (English)
Sally Neal (Library)
Nancy Newton (Foreign Languages and Culture)
Robert Osgood (Education)
Juan Sanchez (Pediatrics)
Richard Turner (English)

   c. Oral Communication
Jan DeWester (Communication Studies): Chair
Marta Anton (Foreign Languages and Culture)
Cathy Buyarski (Director of Advising in UC)
David Fleishhacker (Student)
Kathleen Hanna (Library)
Randi Stocker (Library; Windows on Science)

   d. Quantitative Reasoning
Robert Rigdon (Mathematics): Chair
Archana Dube (Economics)
Linda Kasper (Clinical Laboratory Sciences)
Erdogen Sener (Construction Technology)

   e. Information Literacy
Howard Mzumara (Testing and Assessment)
Enrica Ardemagni (Foreign Languages and Culture)
John Ault (Adaptive Educational Services)
Dan Baldwin (Informatics)
Polly Boruff-Jones (Library)
Cynthia Dobbs (Nursing)
Randall Halverson (Library)
Clinton Koch (Informatics)
Sam Milosevich (Informatics)
Rita Pavolka (Education Program – UITS)
Janis Stevens (Computer Technology)
Susan Tennant (Informatics)

2. Critical Thinking
   a. William Agbor-Baiyee (Biochemistry): Chair
   b. Drew Appleby (Psychology)
   c. Eugenia Fernandez (Computer Technology)
   d. Ed Gonzalez (Library)
   e. Betty Jones (Physical Education)
   f. Laura Lucas (Construction Technology)
   g. Larbi Oukada (Foreign Languages and Culture)
   h. Mary Stanley (Library)
   i. John Tilley (Philosophy)
   j. Russell Vertner (Business)
   k. Charlie Yokomoto (Engineering)

3. Integration and Application of Knowledge
   a. Rick Ward (Anthropology): Chair
   b. Gabrielle Bersier (Foreign Languages and Culture)
   c. Karen Black (Higher Education Administration)
   d. Patricia Ebright (Nursing)
   e. Michele Hansen (Institutional Research)
   f. Sam Milesovich (Informatics)

4. Intellectual Breadth, Depth, and Adaptiveness
   a. David Williamson (Computer Technology): Chair
   b. Sarah Baker (Radiologic Sciences)
   c. Khaula Murtadha (Exec. Assoc. Dean of Education)
   d. Ingrid Ritchie (SPEA)
   e. Bill Schneider (History)
   f. Rosalie Vermette (Foreign Languages and Culture)
   g. Kathryn Wilson (Biology)

5. Understanding Society and Culture
   a. Susan Sutton (Anthropology): Chair
   b. Pamela Bliss (Student Life and Diversity)
   c. Julie Hatcher (Service Learning)
   d. Jay Howard (Sociology)
   e. Pam King (Adaptive Educational Services)
   f. Miriam Langsam (History)
   g. Catherine Souch (Geography)
   h. Patricia Wittberg (Sociology)

6. Values and Ethics
   a. Natalie Barman (Education): Chair
   b. Charles Feldhaus (Organizational Leadership)
   c. Joe Kuczkowski (Mathematics)
   d. Charlie Yokomoto (Engineering)

A Message for Faculty About This Document and Its Relationship to the Electronic Student Portfolio

1. For several years now, we have been working to develop an electronic student portfolio at IUPUI. The major goal of this portfolio is to provide students a means of tracking their growth and achievement in learning throughout their education. A further goal is to actually enhance their learning, through the reflective writing component.

2. Beginning next fall, several first year learning communities will be piloting the new electronic student portfolio (ePort)

3. While ePort will have several features, the feature most relevant to this document is the learning matrix, which is constructed to enable students to show how, within all the different courses they are taking, they are improving their abilities as outlined in the PULs.

4. For the past year, several faculty have been working to define what level of ability in the PULs we can reasonably expect of all students, regardless of their major, by the end of their first and sophomore years. Their deliberations are represented in this document.

5. The students in the pilot will be doing the following:
   a. Beginning their learner profile, defining their academic goals and their learning styles, and completing a survey about their initial understanding of and beginning competence in the PULs.
   b. Uploading documents from their first year courses, and writing reflections on each PUL when they determine they have met the faculty expectations for the PUL as described in this document.
   c. Students will be encouraged to be as selective as possible, using one document to demonstrate competence in several facets of any one PUL as well as competence in more than one PUL. At the same time, each PUL will likely require at least 3 documents to demonstrate competence, so students will be looking for some suggestions from faculty about which assignments might be good to use for the portfolio.

6. Faculty in the pilot and faculty teaching first year courses will be doing the following:
   a. Pilot faculty will orient their students to ePort and get them started on their learner profile and learning styles
   b. Pilot faculty will encourage students to upload assignments from their courses to demonstrate their beginning levels of competence in each of the PULs;
   c. Faculty teaching first year students in the pilot will likely be asked (by those students) which of their assignments might be good to upload as evidence of their competence. Therefore, it would be a good idea to look through this document and see which of your assignments meet any of these expectations for the PULs. Please let us know if somehow none of the descriptions seem relevant to your courses or the work you expect of students, so that we can work together to determine how best to attend to that.

7. Much more will soon be forthcoming about ePort, but, for now, we wanted you to see what your colleagues have been working on while there is still time for any suggestions you would like to make.

What All Students Should Know and Be Able to Do
(developed by multi-disciplinary campus committees: Fall 200+2 – Spring 200+3)

Key: Introductory competence is represented in regular type; **Intermediate** competence is represented in **bold** type; Competence that is the same for both, but is demonstrated developmentally, is in *italics*.

PUL 1

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 <u>written formats</u>

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED AND DEMONSTRATED
1. Students identify the purpose or function of a particular piece of writing, knowing that there are many different reasons for writing. **2. Students write documents demonstrating several different purposes or functions for writing.**	Students may select any finished piece of writing and identify its function or purpose. **Students may choose any combination of documents from a variety of subject areas at the 100-200+ level demonstrating different functions or purposes for writing (minimum of 3).**
2. Students identify an intended audience for a piece of writing with the awareness that different readers have different needs. **2. Students analyze audience needs and articulate how their writing responds to these needs.**	Students can select any finished piece of writing and identify its audience and the needs of that audience. **Students may choose a combination of any 2 or 3 documents written in 100-200+ level classes that are intended for different audiences, and will explain the choices they made to respond to the needs of these different audiences (may be the same documents used for #1).**
3. Students gather and select information and content appropriate to the purpose of and audience for their writing.	Students may select any finished piece of writing and identify how content was selected to be appropriate to its function or purpose. Students might consider using the same piece of writing they used for #1 and #2.

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.	**Any combination of written report, essay, critique, or analysis at the 200+-level or above. Preferably 2-3 different kinds of examples (may be the same documents used for #1).**
4. Students recognize different organizational patterns appropriate for a variety of topics, purposes, and audiences. **4. Students use a variety of organizational patters appropriate for different topics, purposes, and audiences.**	Students may select any combination of 2-3 papers written in different subject areas or courses and demonstrating different kinds of organizational pattens. **Students may select a combination of 2-3 papers, reports, essays, critiques, explanations, and/or written discussions – in final draft form – from any courses at the 200+-level or higher, ensuring that they exhibit a range of organizational styles or patterns (may be the same documents used for #1).**
5. Students recognize differences in language usage, style, convention, and format appropriate for a variety of topics, purposes, and audiences. **5. Students employ a variety of language usage, styles, conventions, and formats appropriate for different topics, purposes, and audiences.**	Students may select any finished piece of writing and identify how language usage, style, convention, and format were selected to be appropriate to its function or purpose. Students might consider using the same piece of writing they used for #1, 2, and #3. **Students may select a combination of 2-3 papers, reports, essays, critiques, explanation, or written discussion s– in final draft form – from any courses at the 200+-level or higher. These papers should all together (not each one of them) show a variety of language usage, styles, conventions, and formats (may be the same documents used for #1).**
6. Students recognize characteristic features of texts for different academic disciplines and organizational settings. **6. Students produce texts that reflect the characteristic features of texts produced for different academic disciplines and organizational settings.**	Students may select 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. **Students may select a combination of 2-3 written assignments -- in final draft form – from courses at the 200+-level or higher (may be the same documents used for #1).**

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
1. Students draw upon a repertoire of reading strategies when reading different kinds of text	Choose a combination of 2-3 assignments in 100-level courses that, taken together, require to you to apply different reading strategies for different kinds of texts **Choose a combination of 2-3 assignments in 200+-level courses or above that, taken together, require to you to apply different reading strategies for different kinds of texts**
2. Students identify the main idea of a passage	Choose an appropriate reading assignment from any 100-level course. **Choose an appropriate reading assignment from any 200+-level (or above) course.**

3. Students make and articulate connections between
   a) ideas in the text and their personal life experiences
   b) ideas in the text and other course content
ideas in the text and broader contexts (such as an historical context, or another course, or societal issues, etc.)
	Choose an appropriate reading assignment from any 100-level course.
	
	Choose an appropriate reading assignment from any 200+-level course.

4. Students distinguish among facts, assertions, and opinions	Choose an appropriate reading assignment from any 100-level course. **Choose an appropriate reading assignment from any 200+-level course.**
5. Students identify the purpose or function of the text.	Choose an appropriate reading assignment from any 100-level course. **Choose an appropriate reading assignment from any 200+-level course.**
6. Students evaluate the internal logic of the text.	Choose an appropriate reading assignment from any 100-level course. **Choose an appropriate reading assignment from any 200+-level course.**
7. Students evaluate credibility of the text and of sources within the text.	Choose an appropriate reading assignment from any 100-level course. **Choose an appropriate reading assignment from any 200+-level course.**

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
1. Students identify their own (and each others) strengths in oral communication, including strengths in organization,, content, delivery, and audience adaptation.	Any course speech, plus a self-analysis and audience listening sheets for other students (the same speech may be used to demonstrate several of these skills or competences described, wherever appropriate).
1. **Students apply their understanding of their identified strengths at the introductory level to opportunities for oral communication at the sophomore level.**	**Any course speech or oral presentation at the 200+-level or beyond (the same speech may be used to demonstrate several of these skills or competences described, wherever appropriate).**
2. Students assess characteristics of intended audience and adapt their speeches to this assessment and analysis.	An audience analysis of a speech or oral presentation given in any 100-level course.
2. Students demonstrate how their assessment of audience characteristics influences different features of their oral communication.	**An audience analysis for any course speech or oral presentation at the 200+ level**
3. Students create a specific purpose or function for their oral communication	Any course speech or oral presentation in any 100-level course.
3. **Students demonstrate how aspects of their oral communication are shaped by purpose or function.**	**Any course speech at the 200+-level**
4. Students organize their main ideas to accomplish their specific purpose.	Any course speech or oral presentation in any 100-level course.
4. **Students demonstrate different ways of organizing ideas to accomplish different purposes**	**Any combination of 2-3 course speeches or oral presentations at the 200+ level or beyond**
5. Students develop their main ideas fully and clearly in order to accomplish their purpose in relation to their intended audience.	Any course speech or oral presentation in any 100-level course.
5. **Students demonstrate how they have developed their ideas and used specific examples or amplifications in relation to their purpose and audience**	**Any course speech or oral presentation at the 200+level**

6. Students locate and incorporate credible sources of information into their oral presentations.	Any course speech or oral presentation in any 100-level course.
6. Students can demonstrate the credibility of sources they have located and incorporated in oral communication.	**Any course speech or oral presentation at the 200+ level**
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	Any course speech or oral presentation in any 100-level course.
7. Students create and effectively use appropriate communication aids for oral communication.	**Any course speech or oral presentation at the 200+level**
8. Students employ effective oral and nonverbal delivery skills when communicating orally: • 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	Any course speech or oral presentation in any 100-level course.
8. Students employ oral and nonverbal delivery skills, as described above, to communicate effectively.	**Any course speech or oral presentation at the 200+ level**
9. Students apply critical listening skills to the oral communication of others	Any course speech or oral presentation in any 100-level course.
9. Students demonstrate their application of critical listening skills to the oral communication of others.	**Any course speech or oral presentation at the 200+ level**

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
1. Students use calculation skills of everyday life (percents, decimals, fractions, operations, etc.) and basic algebra skills to solve mathematical problems	Demonstration; models in textbooks; practice; strategies developed in mathematical courses; assignments that require applications to daily life contexts.

2. **Given a mathematical problem, students employ additional problem-solving skills appropriate to their areas of interest**	**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.**
Students use the information in written descriptions of problems in order to solve them in situations where the solutions follow a prescribed pattern. **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.**	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. **Assignments that ask students to work with quantitative problems: lab reports; homework; projects; test problems.**
Given a graph, chart, or table, students answer basic questions about the information provided and describe relationships among the data. **Given graphs, charts, or statistical information, students identify possibilities and limitations in the potential application of the data.**	Assignments that ask students to work with or compile graphs, charts, or tables. **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**
Students interpret symbolic language when it is presented in problems. **Given an application, students collect data and use basic statistical language to describe that data.**	Assignments that ask students to work with quantitative problems; lab reports; text exercises; homework; projects; test problems **Assignments that ask students to work with or compile and interpret statistical information; laboratories; Internet searches; textbook readings; homework; projects**
Students identify appropriate approaches to solving problems. **In solving problems without prescribed methods of solutions, students recognize potential approaches to their solution and implement effective solutions.**	Assignments that ask students to work with quantitative problems; lab reports; homework; projects; test problems. **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.**

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 <u>information resources and information technology</u> for personal and professional needs.**

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	DEMONSTRATION OF COMPETENCE
1. Student effectively interacts with multiple computer programs and platforms to create, edit, save, and manage files using the following kinds of software: • Communication software (email; chat; course management) • Presentation software/graphics • Word processing • Databases • Spreadsheets **1. Discipline-specific applications of all the above kinds of software**	• 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 **Research projects, research papers, or presentations using information technology and library bases to locate references, and requiring library citations in a recognized format (MLA, APA, Chicago Manual, etc.)**
2. Student determines the nature and extent of the information needed.	Writing assignments Library assignments Librarian-led sessions in classes One-on-one sessions with librarians • Student identifies key concepts in terms that describe the information needed • Student identifies appropriate resources as starting points • Student develops and information search strategy

2. Student evaluates and refines information needs according to discipline, available resources, and potential audience	**Research papers in which students independently identify and locate appropriate discipline-specific library resources**
3. Student accesses and evaluated information effectively and efficiently	Assignments that require students to reflect on the process of acquiring information • Student locates library resources – books, journals, databases, etc. • Student constructs and implements effectively designed search strategies • Student applies evaluative criteria to information sources
3. **Student selects efficient and effective approaches for accessing information and modifies the research strategy as new insights are gained.**	**Research papers using library bases to locate appropriate references** • **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**
4. Student organizes and uses information effectively to accomplish a specific purpose.	Writing assignments Oral presentations • Student identifies types of information sources cited in a research tool (e.g. journal index, website, etc.) • Student correctly cites sources when needed
4. Student demonstrates an understanding that a variety of sources will provide additional evidence for the topic.	**Research papers** **Independent research projects** **Student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.**

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
1. *Students use knowledge and understanding in order to generate and explore new questions from multiple perspectives. In so doing, they* • Make reasonable inferences from observations and evidence • Identify and use disciplikne-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	***A. Teaching methods at the introductory and intermediate levels may include the following:*** *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.* ***B. Assignments at the introductory and intermediate level may include the following:*** *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* ***C. Assessment approaches may include the following:*** *Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.*
2. *Students solve challenging problems* • *Organize information for problem solving* • *Demonstrate basic knowledge relevant to the problem and use of symbolic representation of information* • *Identify components of context that influence problem-solving*	***A. Teaching methods at the introductory and intermediate levels may include the following:*** *Small group learning, problem-based learning, lectures, discussion sections, active learning, collaborative learning, service learning, online interaction, hands-*

activity • *Demonstrate respect for multiple perspectives*	*on activities, critical inquiry exercises/courses, case studies.* **B. Assignments at the introductory and intermediate level may include the following:** *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* **C. Assessment approaches may include the following:** *Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.*
3. Analyze complex issues to make informed decisions: Students can do most or many of the following: • 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 **3. Analyze complex issues to make informed decisions: Students consistently do all or almost all of the following:** • Accurately interpret evidence, statements, graphics, questions, etc. • Identify salient arguments (reasons and claims) pro and con • Offer thoughtful analyses and evaluate major alternative points of view • Draw warranted, judicious non-fallacious conclusions • Justify key results and procedures and explain assumptions and reasons • Fair-mindedly follow where evidence and reasons lead	**A. Teaching methods at the introductory and intermediate levels may include the following:** *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.* **B. Assignments at the introductory and intermediate level may include the following:** *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* **C. Assessment approaches may include the following:** *Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.*
4. *Students synthesize information in order to arrive at reasoned conclusions. They demonstrate this by:* • *Discerning and then comparing and contrasting varying*	**A. Teaching methods at the introductory and intermediate levels may include the following:**

perspectives and sources of information • *Recognizing differences between a perspective and its source*	*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.* ***B. Assignments at the introductory and intermediate level may include the following:*** *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* ***C. Assessment approaches may include the following:*** *Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.*
5. Students evaluate the logic, validity, and relevance of information through habits of logical thinking that include the following: • Identifying the logic of their own thinking • Sorting evidence and sources of evidence according to credibility ad relevance • Recognizing and tolerating ambiguity and/or incomplete data	***A. Teaching methods at the introductory and intermediate levels may include the following:*** *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.* ***B. Assignments at the introductory and intermediate level may include the following:*** *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* ***C. Assessment approaches may include the following:*** *Essay questions, self and peer evaluation, web-based questions, presentations, quizzes, concept map questions, laboratory examinations, listening examinations, oral examinations, multiple-choice questions.*

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
1. Students identify connections among knowledge, concepts, and objectives within particular courses. **1. Students begin to analyze and synthesize knowledge and concepts in particular courses to gain a better understanding of that particular subject.**	Any 100-level course assignment that requires students to research a situation and/or report on connections among knowledge, concepts, and/or course objectives. **Any 200+-level course assignment that requires students to analyze and/or synthesize knowledge and concepts within a particular course.**
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. **2. Students apply knowledge from one course to answer or raise questions in another course.**.	Any 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 **Any 200+-level course assignment wherein students apply knowledge from one course to answer or raise questions in another course.**
3.Students recognize connections between course knowledge, concepts, and objectives and their personal experiences and perspectives. **3. Students demonstrate in their writing, verbal communication, and other academic work an awareness between personal experiences and perspectives and academic experience.**	Any course assignment at the 100-200+ level that articulates connections between course knowledge, concepts, and objectives and students' personal experiences and perspectives. **Any course assignment at the 200+ level wherein students demonstrate an awareness between personal experiences and perspectives and academic experience.**
4. Students understand connections between and relevance of academic experience in their personal, professional, and 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.**	Any 100-level course assignment where students connect their academic experiences to their personal, professional, and/or community lives. **Service learning projects; internships; practica; any course assignment at the 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. **1. Students identify assumptions, core beliefs, premises, and/or major concepts of different disciplines and/or subdisciplines.**	Any assignment(s) from 2-3 100-level courses that demonstrate differences in method and perspective among different disciplines. Students will need to briefly describe these different methods and perspectives. **Any assignment(s) from 2-3 200+-level courses that demonstrate differences in method and perspective among different disciplines. Students will need to briefly describe these different methods and perspectives.**
2. Students apply discipline-specific criteria to determine and evaluate reliability of information. **2. Students demonstrate foundational knowledge of a discipline (e.g. artist's portfolio)**	Assignments from 2-3 100-level courses that ask students to apply discipline-specific criteria (for example: "the scientific method,") to a given case or problem **Any assignment in a 200+level course that addresses the foundational knowledge of their major.**
3. Students adapt communication of ideas to different situations and audiences. **3. Students express orally or in writing several perspectives on an issue.**	Assignments from 2-3 100-level courses that –taken all together -- require students to write or speak about issues in different contexts. **Assignment that require students to model different approaches to an issue or problem or assignments from 2-3 200+-level courses that –taken all together -- require students to write or speak about issues in different contexts**

4. Students express orally or in writing their own perspectives and knowledge about an issue.	Any assignment in any 100-level course that ask students to express orally or in writing their own perspectives and knowledge about an issue.
4. Students express orally and in writing perspectives different from their own.	**Any assignment from any 200+ level course that require students to apply different perspectives, including perspectives different from their own, to an issue or a problem.**

PUL 5

Understanding Society and Culture
The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. This skill is demonstrated by the ability to:

a) compare and contrast the range of diversity and universality in human history, societies, and ways of life;
b) analyze and understand the interconnectedness of global and local concerns; and
c) operate with civility in a complex social world.

KNOWLEDGE, SKILL, OR INTELLECTUAL ABILITY	HOW IT MAY BE TAUGHT OR LEARNED OR DEMONSTRATED
1. Students recognize the difference between ordinary interpretations of cultural and social processes and those reached through scholarly inquiry.	Any assignment in any 100-level course that asks students to examine familiar social events or phenomena in new ways, to use the methods and perspectives of scholarly research, and/or to deconstruct how various statements and positions on these events and phenomena were reached. Examples might include double-sided journals reflecting on current events during the semester; critical reading of letters to the editor or advice columns from the newspaper.
1. Students are conversant with at least one disciplinary approach to defining and explaining the nature and workings of culture and society.	**Any assignment in any 200+-level course that asks students to recognize, practice, and/or critique a particular disciplinary approach. Examples might include review of a scholarly journal devoted to a particular issue; examination of the life and work of a particular scholar.**
2. Students are familiar with some of the basic parameters of a national or	

17

subnational group other than their own (either within the United States or beyond), such as: a) the basic cultural, social, economic, political, or religious structures of that group,	a. Any assignment in any 100-level course that asks 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 trait or behavior pattern for the group relates to its overall characteristics and position.
b. literature, art, folklore, music, or other elements of expressive culture produced by members of the group,	b. 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.
c. the group's relations with other groups, particularly in terms of such issues as ethnicity, race, class, gender, and ability,	c. 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.
d. the group's past history and/or the current issues and problems it faces.	d. Assignments that ask students to recognize and chronicle the events and processes that led to a groupÕs 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.
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: **a. knowledge of two or more groups or societies in some depth,**	**a. 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.**
b. understanding of the global and regional systems that cross-cut individual societies,	**b. 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 might 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.**

c. a general overview of the course of human history and development over time.	**c. 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 might 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.**
3. Students are familiar with some of the basic parameters of American society, such as:	
a. key aspects of American cultural, social, economic, political, or religious life,	a. 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.
b. important examples of American literature, folklore, music, or other elements of expressive culture,	b. 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.
c. the major events and processes that have characterized American history, both internally and in terms of its relations with other nations,	c. 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 might 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.
d. the social and cultural diversity of the American population.	d. 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 might 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.
3. Students understand some of the forces that have shaped the history, complexity, and global positioning of the United States, and can	**Assignments that ask students to recognize and analyze the basic events, processes, and causal factors that have shaped American history.**

bring this understanding to bear in assessing various statements and positions concerning American culture, society, and public policy.	**Examples might include assessing the present-day impact of a particular event in American history; evaluating various public statements on the nature of American life.**
4. Students understand how culture, social institutions, and personal experience influence one's attitudes, behaviors, and beliefs.	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 might 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
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.	**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 might 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.**
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.	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. 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 might include attendance at such an event; 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.
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.	**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 might include becoming fluent in another language; devising a list of ten principles for cross-cultural understanding; team-building exercises that stress diversity.**
6. Students recognize the complexity and importance of at least one of the following forces in human social and cultural life:	

a. the construction of individual identity in its social context	a. 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 might include charting changes in one's own identity as one goes through the life cycle; exploring how different individuals relate to a particular social label or category.
b. the many intersecting dimensions of diversity, including cultural belief, gender, age, class, education, race, ethnicity, ability, personality, and a host of other factors,	b. Assignments that ask students to explore how two or more of these factors influence each other. Examples might include exploring how gender and race affect each other; role-playing how being differently abled or being a senior citizen would affect oneÕs social positioning.
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,	c. Assignments that ask students to identify the major forces that cause societies and cultures to change over time. Examples might 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.
d. the patterns of globalization, urbanization, and technological development now reshaping all societies,	d. 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 might include collecting and analyzing the migration history of one's own ancestors; investigating the social and cultural impact of the internet.
e. the role of ritual, performance, and expressive culture in shaping belief and action,	e. Assignments that ask students to consider how particular performances, rituals, or other types of expressive culture might affect their viewers/readers. Examples might nclude comparing novels on the same theme from two different nations; analyzing the social importance of recurrent mythological themes.
f. the role of environmental, political, and economic forces in shaping belief and action.	f. 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 might 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.
6. Students recognize the complexity and importance of several of the forces just listed, as well as the ways in which these forces interact and shape each other.	**Assignments that ask students to explore how two or more of these forces shape each other. Examples might include analyzing the political meaning of a play or novel; identifying a range of factors that have shaped a particular current event.**
7. Students are able to recognize and critically examine both implicit and explicit representations of cultures and societies found in verbal, written,	Assignments that ask students to evaluate a particular representation in terms of its messages - both implicit and explicit - about particular social and cultural

visual, cinematic, and other popular media.	groups. Examples might 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.
7. Students are able to recognize and critically examine various theories and statements concerning culture and society found in scholarly texts.	**Assignments that ask students to recognize and evaluate the theoretical position, research**

PUL 6

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
1. *Students articulate their respective system of personal and societal (including professional) values.*	Address the following: What values are most important to you? How did you develop your value system? Post a paper you have written for a 100-level 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. **Post a paper you have written for a 200+-level 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.**
2. *Students explain and provide examples of how their respective value*	Address the following:

system (personal and/or professional) relates to personal and professional conduct.	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? Post a paper you have written for a 100-level 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. **Post a paper you have written for a 200+-level 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.**
3. 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.	Post a paper from any 100-level course – or write your own paper that addresses the following: What thinking process do you use when you encounter conflicting ideas based on different value systems? Explain how different perspectives can influence a person's value system. Provide examples of specific issues in which people of good will, having different value systems, may reach different conclusions. **Post a paper from any 200+-level course – or write your own paper that addresses the following:** **What thinking process do you use when you encounter conflicting ideas based on different value systems?** **Explain how different perspectives can influence a person's value system.** **Provide examples of specific issues in which people of good will, having different value systems, may reach different conclusions.**
4. Students demonstrate their personal view of aesthetics including an understanding that this is based on their respective value systems.	Post a paper from any 100-level course – or write your own paper -- that provides examples of how aesthetics has influenced your (or someone else's) personal, professional, or civic decisions. Address the following: • How does one's value system influence decisions about aesthetics? • What decisions have you made that illustrate how aesthetics are related to your value system?

	Post a paper from any 200+-level course – or write your own paper -- that provides examples of how aesthetics has influenced your (or someone else's) personal, professional, or civic decisions. **Address the following:** • How does one's value system influence decisions about aesthetics? • What decisions have you made that illustrate how aesthetics are related to your value system?

Building a

Rich Learning Environment

Program Review & Assessment Committee
April 17, 2003

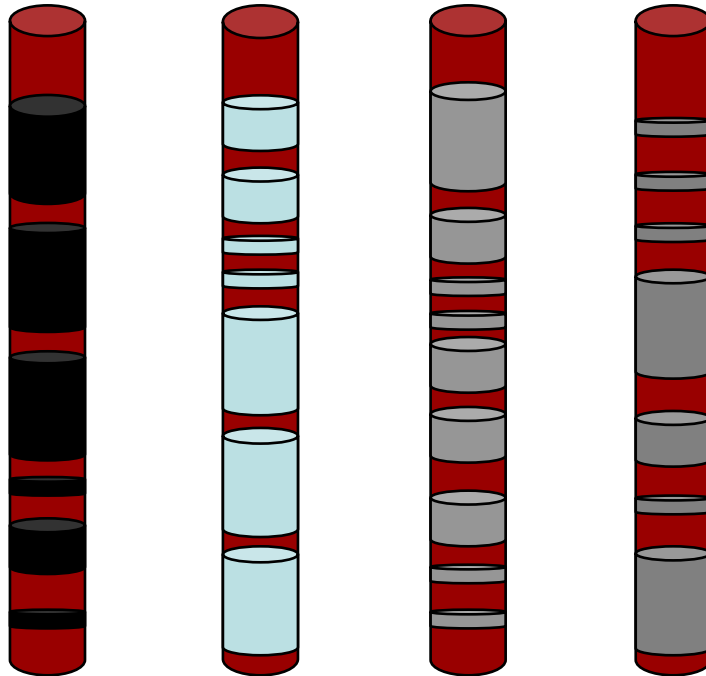Jay Fern • University Information Technology Services

Stacy Morrone • Center for Teaching and Learning

Goals

- *Empower* students
  - Access *all* learning resources anywhere, anyplace, anytime
  - Work smarter and more efficiently
  - Discover and demonstrate logical pathways to academic success
- *Enable* faculty
  - Partner in students' progress
  - Provide rich content w/ greater ease
- *Enrich* learning experiences
  - Through meaningful connections between work, learning across courses and co-curricular activities.
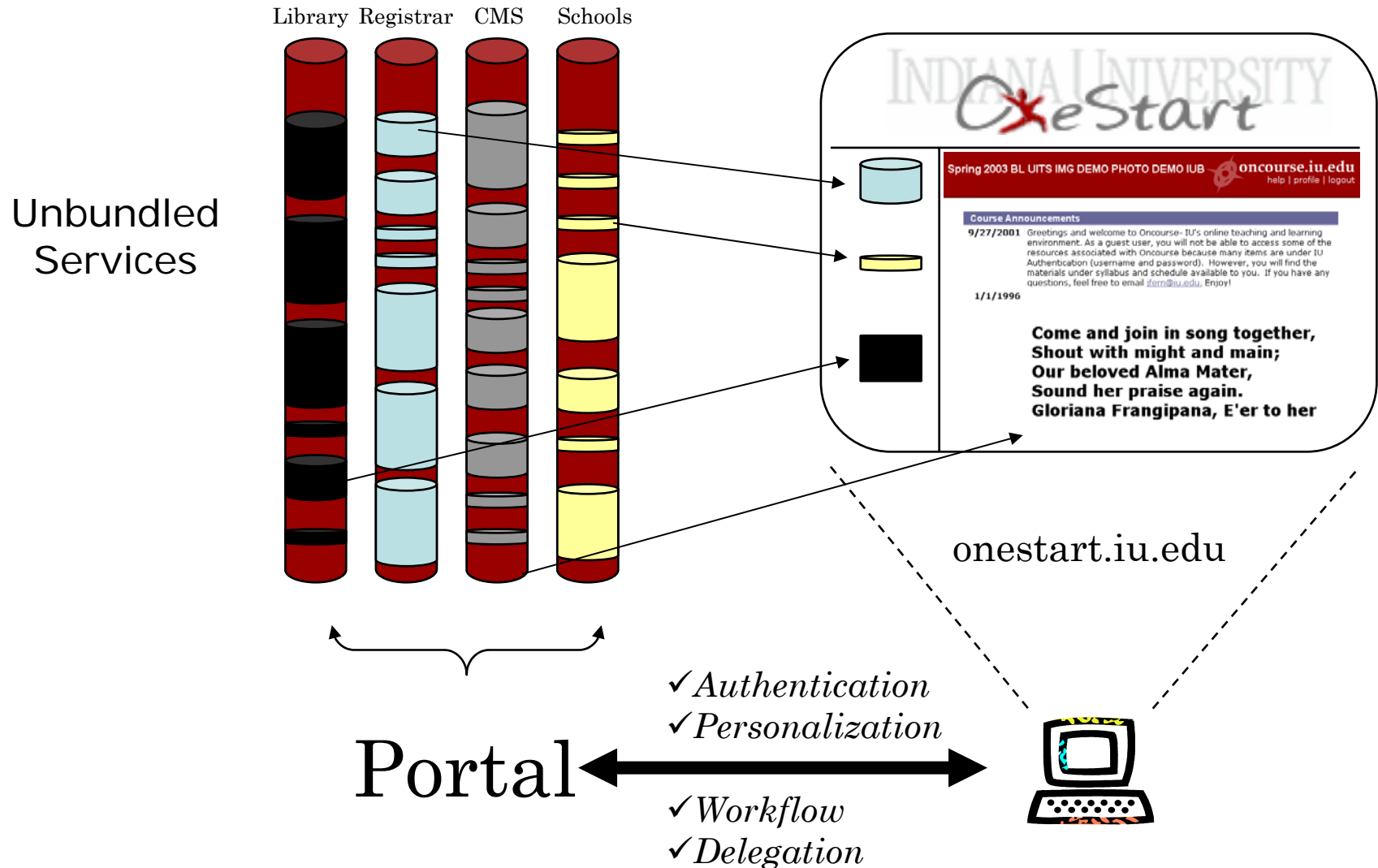
Where are we today-

Library   Registrar   CMS   Schools
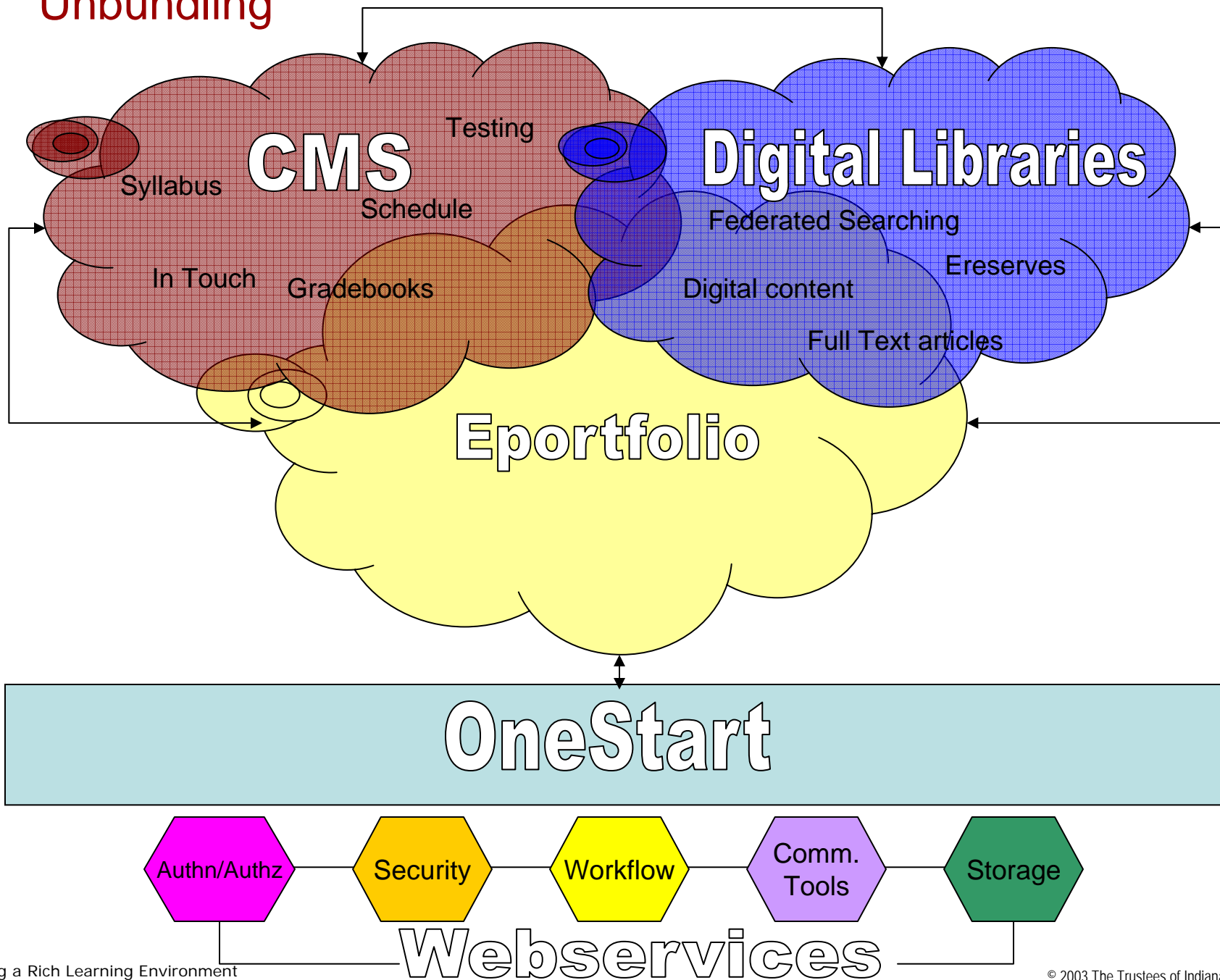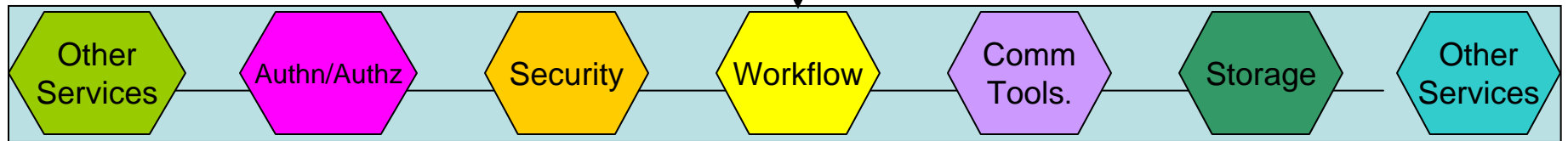
Information
Silos

Where we're going -

Library Registrar CMS Schools

Unbundled
Services

INDIANA UNIVERSITY

OneStart

Spring 2003 BL UITS IMG DEMO PHOTO DEMO IUB oncourse.iu.edu
help | profile | logout

Course Announcements

9/27/2001 Greetings and welcome to Oncourse- IU's online teaching and learning environment. As a guest user, you will not be able to access some of the resources associated with Oncourse because many items are under IU Authentication (username and password). However, you will find the materials under syllabus and schedule available to you. If you have any questions, feel free to email jfern@iu.edu. Enjoy!

1/1/1996

**Come and join in song together,
Shout with might and main;
Our beloved Alma Mater,
Sound her praise again.
Gloriana Frangipana, E'er to her**

onestart.iu.edu

Portal ⟷ ✓*Authentication*
✓*Personalization*

✓*Workflow*
✓*Delegation*

Learning Matrix

Learning Profile

Phase 1

Advising

Content Manager

Eportfolio

Resume/Vita Builder

Research Manager

Knowledge Mapper

Other Services

Authn/Authz

Security

Workflow

Comm Tools.

Storage

Other Services

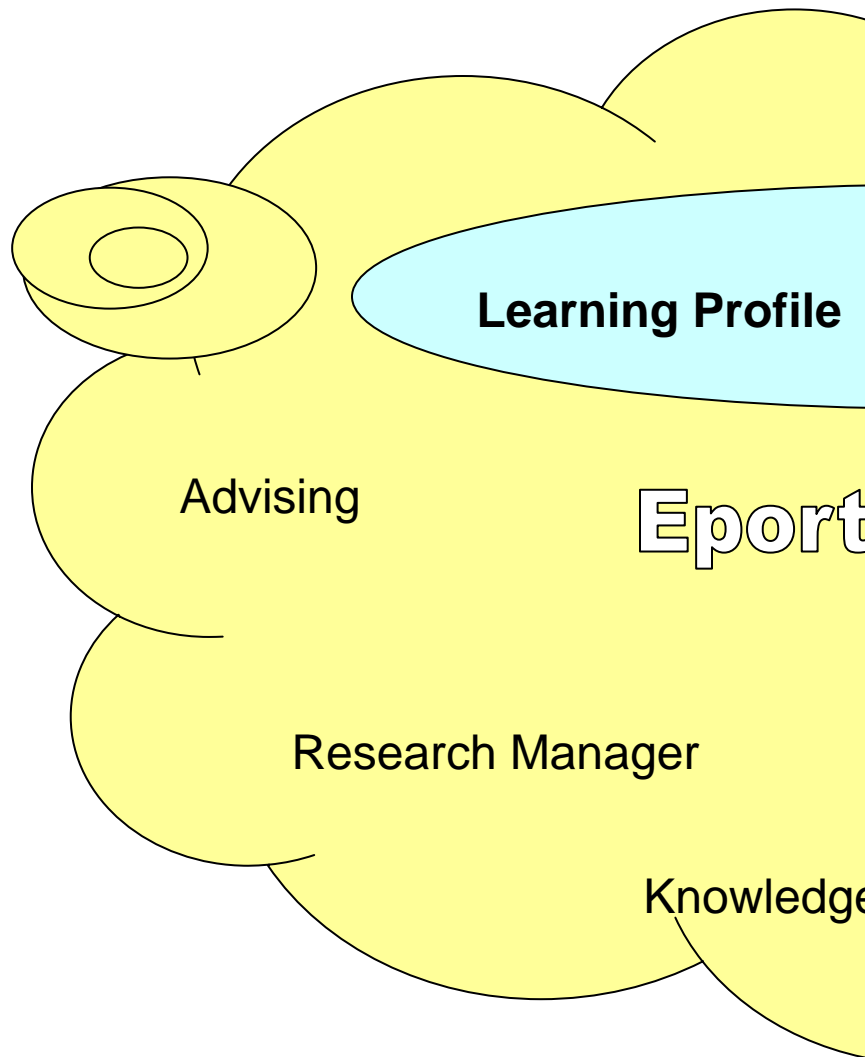**Webservices**
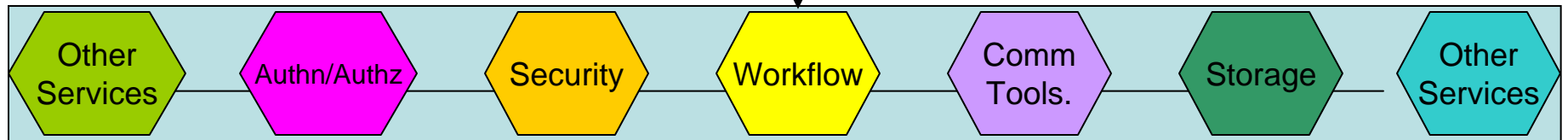
- ID

- Mission/Vision/Goal builder

- Survey (NG assessment tool)

  - Readiness

  - PUL efficacy (Pre/mid/post)

  - Longitudinal/Formative

  - Self assessment

  - Attitudinal

  - Online Learner

  - NSSE (Student Engagement)

Learning Profile

Advising

Eport

Research Manager

Knowledge

Other Services	Authn/Authz	Security	Workflow	Comm Tools.	Storage	Other Services

Webservices

Learning Profile

✏ Edit

Jay Fern
Undecided
Freshman
321 E. Indy Ave
Indianapolis, IN
317-555-1212 h
317-123-4567 c
jfern@iupui.edu

Click to see intro

www.jayfern.com

My Major & Career Path

▼ **Arts and Humantities**

Elementary Composition 1	Fa02	A-
Professional Writing Skills	Sp03	-
American History II	Su03	-
Comparative Religion	Sp03	-
Religion and Lit in Asia	Sp04	-

▼ **Biological Sciences**

Psy as a Bio Science	Fa02	B-

▶ **CS/Math/Phy Science**

▼ **Supportive Area Req.**

Culture and Society	Fa02	A-
Survey of Current Econ	Sp03	-
Intro to American Politics	Su03	-

✏ Edit

My Goals
My Mission Statement
My Introduction Video
My History

My Planning Wizard

Getting Started (survey)
My Academic Goals
Learning Styles Profile
NSSE
Online Learner Profile

My Custom Area
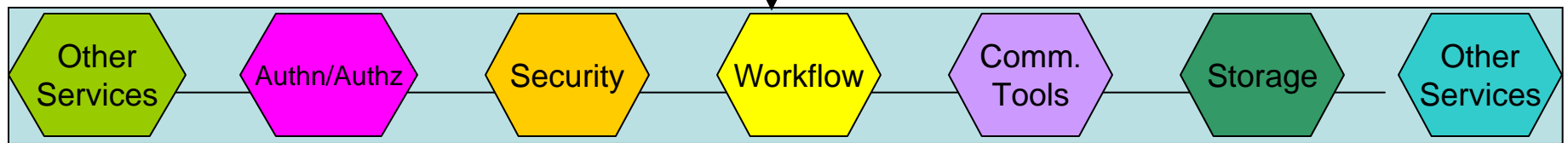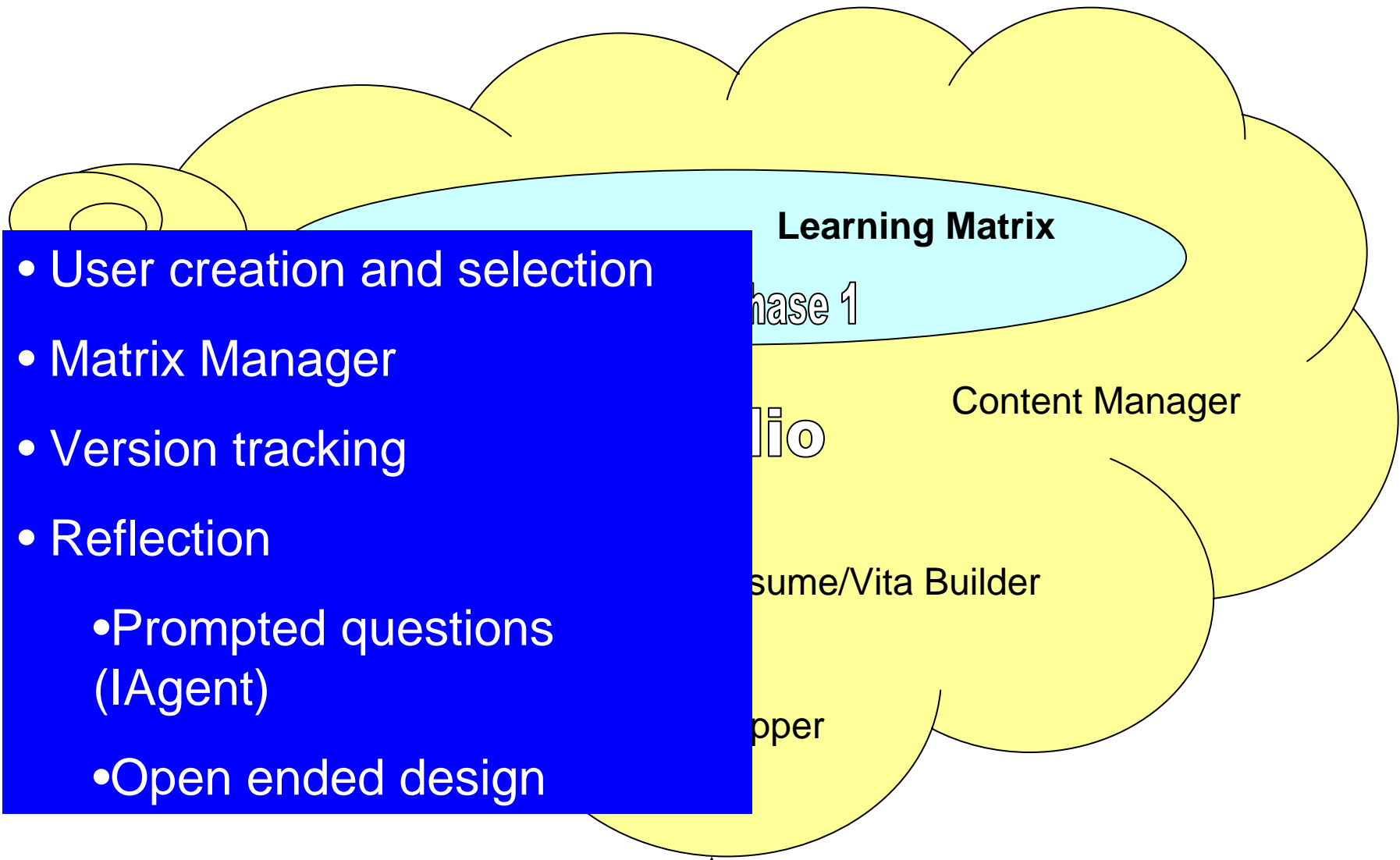
Building a Rich Learning Environment

Learning Matrix

hase 1

lio

Content Manager

sume/Vita Builder

pper

- User creation and selection

- Matrix Manager

- Version tracking

- Reflection

  - Prompted questions (IAgent)

  - Open ended design

Other Services

Authn/Authz

Security

Workflow

Comm. Tools

Storage

Other Services

Building a Rich Learning Environment

Webservices

Learning Matrix

PULS	Introductory	Intermediate	Advanced	Experiential
Core Communication & Quantitative Skills				
Critical Thinking				
Integration & Application of Knowledge				
Intellectual Depth, Breadth, & Adaptiveness				
Understanding Society & Culture				
Values & Ethics				

Building a Rich Learning Environment

ePortfolio

The ePortfolio is organized around IUPUI's
Principles of Undergraduate Learning.

1. Core communication and quantitative skills
2. Critical thinking
3. Integration and application of knowledge
4. Intellectual depth, breadth, and adaptiveness
5. Understanding society and culture
6. Values and ethics

ePortfolio Goals

• Support students' learning of and engagement with the PULs over their entire undergraduate experience at IUPUI -beginning in the freshman learning community and culminating in the capstone experience.

• Assist both faculty and students reach a clearer, more coherent understanding of how various aspects of the curriculum support students' increasing mastery of the PULs.

• Contribute to assessment of student learning of the PULs at the levels of the individual student, the course, program, and institution.

ePortfolio Levels of Competence

Introductory: What all undergraduate students at IUPUI should know and be able to do in relation to the PULs within the first 26 credit hours.

Intermediate: What all undergraduate students at IUPUI should know and be able to do in relation to the PULs within the first 56 credit hours.

Advanced: What all baccalaureate students at IUPUI should know and be able to do in relation to PULs in their major or profession or academic program.

Building a

Rich Learning Environment

Program Review & Assessment Committee
April 17, 2003

Jay Fern • University Information Technology Services

Stacy Morrone • Center for Teaching and Learning