IU Kokomo General Education Learning Outcomes (*draft – April 2018*) – Adapted from the Indiana Statewide General Education Core

Preamble

In 2012 the Indiana legislature enacted Senate Enrolled Act 182, thereby establishing the requirements for a Statewide Transfer General Education Core of at least 30 credit hours. The statute states that the Core must be based upon a set of competencies in areas agreed upon by the state educational institutions.

This draft version of the learning outcomes for the new IUK General Education curriculum is based on the statewide general education learning outcomes, but includes some adaptions and additions that reflect the culture of the IU Kokomo campus.

The **Foundational Intellectual Skills** category includes:

- Written Communication
- Speaking and Listening
- Quantitative Reasoning

The second category, **Ways of Knowing**, comprises learning outcomes in broad, disciplinary areas, and includes:

- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

Learning outcomes that relate to historical ways of knowing appear in both the Humanistic and Artistic, and the Social and Behavioral Ways of Knowing.

FOUNDATIONAL INTELLECTUAL SKILLS

1. *Written Communication*

Upon completion of the General Education curriculum, students will be able to:

1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.

1.2. Demonstrate an understanding of writing as a social and ethical process that includes multiple drafts, collaboration, and reflection.

1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.

1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.

1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.

1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.

1.7. Demonstrate proficiency in reading, evaluating, analyzing, and integrating information collected **from a variety of formats and media**.

2. *Speaking and Listening*[2]

Upon completion of the General Education curriculum, students will be able to:

2.1. Use appropriate organization or logical sequencing to deliver an oral message.

2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.

2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.

2.4. Advance an oral argument using logical reasoning.

2.5. Provide credible and relevant evidence to support an oral argument.

2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.

2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

3. ***Quantitative Reasoning***[3]

Upon completion of the General Education curriculum, students will be able to:

3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).

3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).

3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.

3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.

3.5. Communicate which assumptions have been made in the solution process.

3.6. Analyze mathematical results in order to determine the reasonableness of the solution.

3.7. Cite the limitations of the process where applicable.

3.8. Clearly explain the representation, solution, and interpretation of the math problem.

3.9. Demonstrate statistical literacy (e.g., data acquisition, calculation, representation, interpretation).

[3] A foundational experience in quantitative reasoning will provide a rigorous mathematical curriculum applied to real world problem solving. The outcomes should deepen, extend, or be distinct from high school Core 40 mathematics competencies.

WAYS OF KNOWING

4. *Scientific Ways of Knowing*

Upon completion of the General Education curriculum, students will be able to:

4.1. Explain how scientific explanations are formulated, tested, and modified or validated.

4.2 Distinguish between scientific and non-scientific evidence and explanations.

4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems **(e.g., interactions of humans and the natural environments, origin and evolution of the universe and of the Earth, renewable energy and sustainability).**

4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.

4.5 Use current models and theories to describe, explain, or predict natural phenomena.

4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

5. *Social and Behavioral Ways of Knowing*

Upon completion of the General Education curriculum, students will be able to:

5.1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.

5.2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.

5.3. Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.

5.4. Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.

5.5. Recognize the extent and impact of diversity among individuals, cultures, languages, or societies in contemporary or historical contexts.

5.6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

WAYS OF KNOWING (cont.)

6. ***Humanistic and Artistic Ways of Knowing***

Upon completion of the General Education curriculum, students will be able to:

6.1 Recognize and describe humanistic, historical, linguistic, or artistic works or problems and patterns of **diverse** human experience.

6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.

6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual, linguistic, or historical contexts.

6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.

6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.

6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.

6.7 Analyze diverse narratives, **languages,** and evidence in order to explore the complexity of human experience across space and time.

Additional IU Kokomo learning outcomes (to be finalized):

7. Diversity

Students will complete one course designated for Diversity (D).

- *Students will demonstrate knowledge about one or more cultures, peoples, and/or societies other than the dominant culture in the United States.*
- *Students will demonstrate knowledge of one or more cultural phenomena, such as language, literature, art, etc.*

8. Ethically Responsible Citizenship

Students will complete one course designated for Ethically Responsible Citizenship (ERC).

- *Students will be able to demonstrate a deep understanding of one or more social or civic problems in their local, national, or global community.*
- *Students will be able to articulate the various ethical dimensions of one or more social or civic problems in their local, national, or global community.*
- *Students will be able to demonstrate an ability to analyze and assess possible solutions to one or more social or civic problems in their local, national, or global community.*