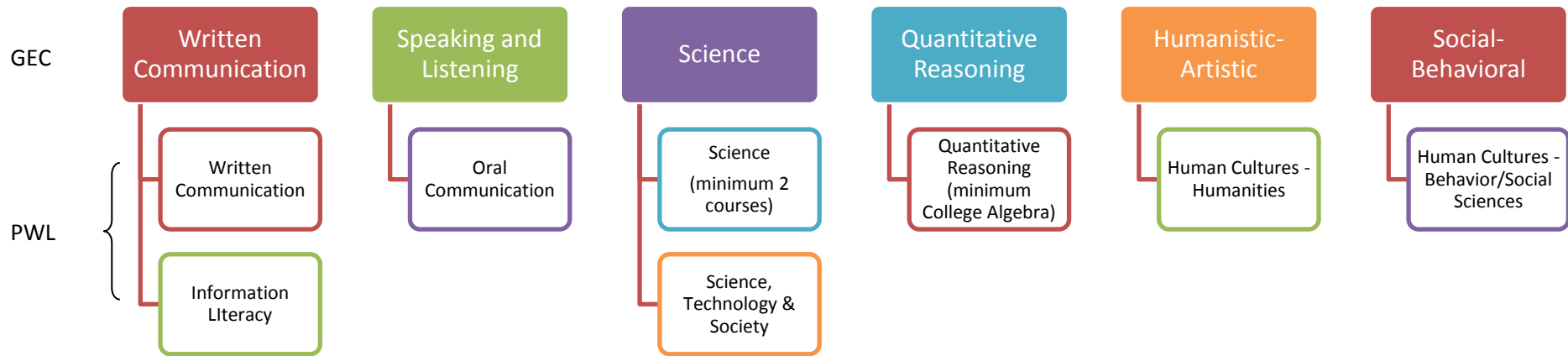


Alignment of Indiana's Statewide Transfer General Education Core (GEC) Curriculum and Purdue (WL) Outcomes-Based Undergraduate Core Curriculum



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

To meet Indiana's Statewide Transfer General Education Core requirements, students at Purdue - WL must complete a minimum of 30 credit hours. Specifically, students must complete at least one course in written communication; information literacy; oral communication; science, technology & society; quantitative reasoning (minimum college algebra); human cultures-humanities; human cultures-behavior/social sciences; and two courses in science. If additional credits are needed to equal 30 hours, students may select courses from the foundational categories listed on the Purdue-WL Outcomes-based Undergraduate Core Curriculum approved course list.



Written Communication

- **Knowledge of Conventions**
 - Produce texts which use appropriate formats, genre conventions and documentation styles while controlling tone, syntax, grammar and spelling
- **Processes**
 - Demonstrate an understanding of writing as a social process which includes multiple drafts, collaboration, and reflection
- **Critical Thinking/Reading/Writing**
 - Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
 - Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
 - Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- **Rhetorical Knowledge**
 - Compose texts which exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- **Engaging Electronic Environment**
 - Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).



Written Communication

- Clear expression of ideas in writing; includes grammar, organization, and structure. Varying levels and types of writing skills are required for different jobs. The ability to convey ideas concisely and coherently is important.
- Demonstrates understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.
- Uses appropriate and relevant content to explore ideas and/or demonstrate mastery of the subject, conveying the writer's understanding, and shaping the work.
- Demonstrates attention to and successful execution of organization, content, presentation, format and stylistic choices in writing.
- Demonstrates use of credible, relevant resources to support ideas that are situated within the discipline and genre of writing.
- Uses language that effectively communicates meaning to readers with clarity and fluency.



Information Literacy

- the ability to recognize the extent and nature of information need, then to locate, evaluate, and effectively use the needed information. It involves designing, evaluating and implementing a strategy to answer questions or achieve a desired goal.
- Determine the extent of information needed (define the research question, determine key concepts and types of information needed)
- Access information using effective, well-designed search strategies and relevant information sources.
- Evaluate information and its sources critically (analyzes assumptions and evaluates the relevance of contexts when presenting a position)
- Communicate, organize and synthesize information from several sources.
- Access and use information ethically and legally (citations and references; paraphrasing, summary, or quoting; distinguishing between common knowledge and ideas requiring attribution)
- Propose a solution/hypothesis that indicates comprehension of the problem and is sensitive to contextual factors as well as the ethical, logical, or cultural dimensions of the problem.
- Demonstrate an understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.



Speaking and Listening

- Use appropriate organization or logical sequencing to deliver an oral message
- Adapt an oral message for diverse audiences, contexts, and communication channels
- Identify and demonstrate appropriate oral and nonverbal communication practices
- Advance an oral argument using logical reasoning
- Provide credible and relevant evidence to support an oral argument
- Demonstrate the ethical responsibilities of sending and receiving oral messages
- Summarize or paraphrase an oral message to demonstrate comprehension



Oral Communication

- activity of conveying meaningful information verbally; communication by word of mouth typically relies on words, visual aids and non-verbal elements to support the conveyance of the meaning. Oral communication is designed to increase knowledge, foster understanding, or to promote change in the listener's attitudes, values, beliefs, or behaviors.
- Uses appropriate organizational patterns (introduction, conclusion, sequenced material, transitions) that is clearly and consistently observable when making presentations
- Uses language that is thoughtful and generally supports the effectiveness of the presentation (and is appropriate to the audience).
- Uses appropriate delivery techniques when making a presentation (posture, gesture, eye contact, vocal expression)
- Effectively uses supporting materials in presentations (explanations, examples, illustrations, statistics, analogies, quotations)
- Clearly communicates a central message with the supporting materials



Science

- Explain how scientific explanations are formulated, tested, and modified or validated
- Distinguish between scientific and non-scientific evidence and explanations
- Apply foundational knowledge and discipline-specific concepts to address issues or solve problems
- Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions
- Use current models and theories to describe, explain, or predict natural phenomena
- Locate reliable sources of scientific evidence to construct arguments related to real-world issues



Science

- think and function as a scientist by using critical thinking and analytical inquiry;
- apply basic scientific, quantitative, and technological methods and knowledge of nature to the solution of scientific problems;
- use the scientific method and theories to analyze questions in the physical and natural world;
- provide scientific explanations of the nature of the universe, the earth, and/or life forms and be able to distinguish these explanations from non-scientific explanations.



Science, Technology & Society

- Understand and reflect upon the complex issues raised by technological and scientific changes and its effects on society and the global world by making sense of, evaluating, and responding to present and future changes that shape individuals' work, public, and personal lives.
- Courses meeting this content area may focus on issues such as global warming; biotechnology; GMO foods; and computing and information science as it relates to security, privacy, and the proliferation of global information. Consideration should be given to scientific and technological changes from fields such as agriculture, computer science, engineering, education, health sciences, etc



Quantitative Reasoning

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



Quantitative Reasoning

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



Humanistic-Artistic

- Students will be able to ...
- Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
- Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts.
- Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts
- Analyze the concepts and principles of various modes of humanistic or artistic expression
- Recognize content and apply that knowledge to other works.
- Apply artistic or humanistic methods to create, interpret, or reinterpret creative products through performance or criticism.
- 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.
- Evaluate conflicting narratives and evidence in order to explore the complexity of human experience across space and time.



Human Cultures-Humanities

- the ability to recognize one's own cultural traditions and to understand and appreciate other cultural traditions and languages.
- being a responsible citizen;
- discuss economic, social, and cultural diversity within a global context;
- describe the cultural, social and historical dynamics that influence individuals and groups;
- explain the perspective of the culture of another country through the study of world languages, arts, spiritual traditions, mythology/literature, and/or through study abroad
- Humanities: Includes content in classics, history, languages, the law, literature, the performing arts, philosophy (including ethics), religion, and visual arts.



Social-Behavioral

- **Concepts, theories, basic principles**
 - Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, and/or historical contexts within a given social or behavioral domain
 - Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena
- **Research Literacy**
 - Demonstrate basic literacy in social, behavioral, or historical research methods and analyses
 - Recognize relevant evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations
- **Self, Social, and Diverse Populations**
 - Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts
- **Personal and Social Responsibility**
 - Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, civic, ethical, or global decisions and responsibilities



Human Cultures-Behavioral/Social Sciences

- Discuss history and the basic principles and operation of government with a view to being a responsible citizen;
- discuss economic, social, and cultural diversity within a global context;
- describe the cultural, social and historical dynamics that influence individuals and groups;
- explain the perspective of the culture of another country through the study of world languages, arts, spiritual traditions, mythology/literature, and/or through study abroad
- Includes content in anthropology, psychology, cognitive science, organization theory, sociology, economics, history, counseling, political science