

**PURDUE UNIVERSITY NORTHWEST FACULTY SENATE**

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Resolution on General Education Learning Outcomes for Purdue University Northwest  
November 11, 2016

The General Education Committee of the Purdue University Northwest Faculty Senate proposes the following resolution.

*Expressing a commitment to the highest standards of baccalaureate education for all PNW students, the Purdue University Northwest Faculty adopt the LEAP Essential Learning Outcomes as General Education Learning Outcomes for Purdue University Northwest.*

The adoption of these outcomes represents an important step in developing a General Education Policy for Purdue Northwest. The General Education Committee plans to follow this with a proposal for a comprehensive General Education Assessment Plan in early 2017. This plan will provide procedures for adding and removing courses from the approved lists, and detail assessment expectations for general education courses, and general education in PNW’s academic programs.

Map of Indiana State Transfer General Education Outcomes to LEAP Essential Learning Outcomes

Indiana State Transfer GE (Year 1)		LEAP Essential Learning (4-year)		
Foundational Intellectual Skills	Written Communication	Intellectual and Practical Skills I	Written and Oral Communication	
	Speaking and Listening		Information Literacy	
	Quantitative Reasoning		Quantitative Literacy	
Ways of Knowing	Scientific	Knowledge of Human Cultures and the Physical and Natural World		
	Humanistic and Artistic			
	Social and Behavioral			
		Intellectual and Practical Skills II	Inquiry and Analysis	
			Critical and Creative Thinking	
			Teamwork and Problem Solving	
		Personal and Social Responsibility	Civic Knowledge and Engagement—local and global	
			Intercultural Knowledge and Competence	
			Ethical Reasoning and Action	
			Foundations and Skills for Lifelong Learning	
			Integrative and Applied Learning	
		Synthesis and advanced accomplishment across general and specialized studies		

# The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

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## ★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused* by engagement with big questions, both contemporary and enduring

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## ★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

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## ★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges

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## ★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

**Note:** This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see [www.aacu.org/leap](http://www.aacu.org/leap).

## Background

The Essential Learning Outcomes (ELOs) were first presented in 2008 in *College Learning for the New Global Century*, a publication of the Association of American Colleges and Universities (AAC&U). The ELOs are part of AAC&U's Liberal Education and America's Promise (LEAP) initiative. Working with a wide variety of higher education institutions, the ELOs attempted to establish common ground for American higher education in response to a wide variety of institutional visions, and the changing needs of employers. It was followed by the creation of detailed rubrics for each outcome, as well as state and national efforts to join the outcomes to useful and high-quality assessment. Many colleges and universities have adopted the ELOs, along with a number of states, including Indiana. Purdue University North Central adopted the ELOs in December, 2010. In recent years, several faculty from both campuses have participated in the Multi-State Collaborative, receiving training in conducting assessment using the ELOs and their associated rubrics.

General Education unification efforts during academic years 2014-15 and 2015-16 resulted in the following being approved by both Faculty Senates of PNC and PUC:

### Purdue Northwest Core Curriculum

Core Categories	Credits	Courses
English Composition	6	Select from the English Composition Core list
Speech Communication	3	Select from the Speech Communication Core list
Quantitative Reasoning	3	Select from the Quantitative Reasoning Core list
Natural Sciences	3	Select from the Natural Sciences Core list
Technology	3	Select from the Technology Core list
Humanities	3	Select from the Humanities Core list
Social Sciences	3	Select from the Social Sciences Core list
Additional credits	3	Select a course from any Core list except FYE
First-Year Experience (FYE)	1–3	For courses with less than 3 credits, 1 or 2 credits must be earned from another Core list
<b>Total (minimum)</b>	<b>30</b>	

The Core Categories reflect the merger of previously existing General Education course categories in the two universities:

PNC Core Category	PUC GE Competency	PNW GE Category
N/A	GEWR Written Communication	English Composition
N/A	GESL Speaking and Listening	Speech Communication
Quantitative Reasoning	GEQR Quantitative Reasoning	Quantitative Reasoning
Natural Sciences	GESE Scientific Ways of Knowing	Natural Sciences

Technology	GETS Technology in Society	Technology
Humanities	GEHA Humanistic and Artistic Ways of Knowing	Humanities
Social Sciences	GESB Social and Behavioral Ways of Knowing	Social Sciences
First-Year Experience	GEUR University and Personal Resources	First-Year Experience (FYE)

Currently, the lists of approved courses in these categories reflect the combined lists as of the last academic year.

*Approved November 11, 2016*  
General Education Committee

Arifin Angriawan  
Michelle Block  
Paul Hecht (Chair)  
Liberty Pelter  
Richard Rupp (Vice Chair)  
Kim Scipes

*Not present*  
Jessica Thomas (Assessment Steering Committee Liaison)