TO:	**The University Senate**
FROM:	***Educational Policy Committee***
SUBJECT:	Revision of Senate Document 11-7 Appendices, 20 February 2012, revised 11 February 2015, revised 19 November 2018

DISPOSITION: **University Senate for Discussion and Vote**

REFERENCE:	Senate Document 11-7 Appendices, 20 February 2012, as revised 11 February 2015, 19 November 2018
PROPOSAL:	Update and clarify language for the Humanities (HUM), Behavioral and Social Sciences (BSS), Written Communication (WC), Information Literacy (IL) and Science, Technology and Society (STS) foundational learning outcomes.
RATIONALE*:*	The proposed language changes are intended to: 1) clarify for instructors, students, advisors, and the Undergraduate Curriculum Council what is required for each foundational outcome to be adequately met; 2) better align the Purdue University Undergraduate Core and the Indiana Statewide Transfer General Education Core; 3) ensure that all Purdue undergraduates achieve a solid education that reflects the most current scholarship related to core skills and outcomes.

Proposed Revision to Humanities Foundational Learning Outcome

Existing	Proposed
Human Cultures – Humanities • 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. **Humanities**: Includes content in classics, history, languages, the law, literature, the performing arts, philosophy (including ethics), religion, and visual arts.	**Human Cultures – Humanities** 1. Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience. 2. Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts. 3. Analyze and evaluate texts, works, objects, events, or ideas in their cultural, intellectual, or historical contexts. 4. Create, interpret, or reinterpret artistic and/or humanistic works through performance, analysis, or criticism. 5. Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time. 6. Describe the history, literature, languages, arts, philosophy, religion, or traditions of other world cultures. 7. Identify the history and the basic principles and operation of government in the United States or other countries. *At least 4 of these 7 outcomes must be met for a course to be approved to meet the Humanities Outcome *A course may be approved to meet either the Behavioral and Social Sciences outcome OR the Humanities outcome, but not both .

Proposed Revision to Behavioral and Social Sciences Learning Outcome

Existing	Proposed
Human Cultures – Behavioral and 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. • **Behavioral/Social Sciences**: Includes content in anthropology, psychology, cognitive science, organization theory, sociology, economics, history, counseling, political science.	**Human Cultures – Behavioral and Social Sciences** 1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, and/or historical contexts within a given social or behavioral domain 2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena 3. Demonstrate literacy in social, behavioral, or historical research methods and analyses 4. Recognize relevant evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations 5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts 6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, civic, ethical, or global decisions and responsibilities *At least 4 of these 6 outcomes must be met for a course to be approved to meet the Behavioral and Social Sciences Outcome *A course may be approved to meet either the Behavioral and Social Sciences outcome OR the Humanities outcome, but not both .

Proposed Revision to Information Literacy Foundational Learning Outcome

Existing	Proposed
Information literacy is 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. **Key Skills:** • 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.	**Information Literacy** is the ability to accurately and ethically use information, including locating, evaluating, and synthesizing information, to pursue a line of inquiry. **Key skills:** 1. Identify a line of inquiry that requires information, including formulating questions and determining the scope of the investigation. 2. Locate information using effective search strategies and relevant information sources. 3. Evaluate the credibility of information. 4. Synthesize and organize information from different sources in order to communicate. 5. Attribute original ideas of others through proper citing, referencing, paraphrasing, summarizing, and quoting. 6. Recognize relevant cultural and other contextual factors when using information. 7. Observe ethical and legal guidelines and requirements for the use of published, confidential, and/or proprietary information. *All of the key skills must be met for a course to meet the Information Literacy outcome

Proposed Revision to Science, Technology, and Society Foundational Learning Outcome

Existing	Proposed
Science, Technology and Society: the ability to understand and apply basic scientific, quantitative, and technological content knowledge. **Key Skills:** • 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.	**Science, Technology, and Society** **1.** Discuss examples of scientific and/or technological changes and the costs and benefits for individuals and specific societies. **2.** Describe ethical implications of technological and/or scientific developments. **3.** Explain how social factors have shaped the development or application of science and/or technology, including tools and strategies by which societies promote, constrain, or otherwise influence scientific and/or technical innovation. *Societal context under consideration may be past, present and/or future **All of the outcomes must be met for a course to meet the Science, Technology, and Society outcome

Proposed Revision to Written Communication Foundational Learning Outcome

Existing	Proposed
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. Key skills: • 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.	**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. Key skills: 1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling. 2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, feedback, and reflection. 3. Examine critically, summarize, apply, analyze, and synthesize information as the basis for developing original ideas and claims. 4. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence. 5. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention. 6. Demonstrate proficiency in identifying, reading, evaluating, analyzing, and using reliable sources. *All of the key skills must be met for a course to meet the Written Communication outcome

Committee Votes

For:

Frederick Berry
Frank Dooley
Hossein Ebrahiminejad
Jennifer Fecher
Andy Freed
Keith Gehres
Nan Kong
Eric Kvam
Stephen Martin
Tyson McFall
Sandy Monroe
Li Qiao
Jenna Rickus
Jeff Stefancic
Hannah Walter

Against: none

Not present:
Steven Broyles
Christine Erickson
Donna Ferullo
Ayhan Irfanoglu
Julius Keller
Greg Michalski
Libby Richards