

**DRAFT Revised PUL/PCLs**

**January 18, 2018**

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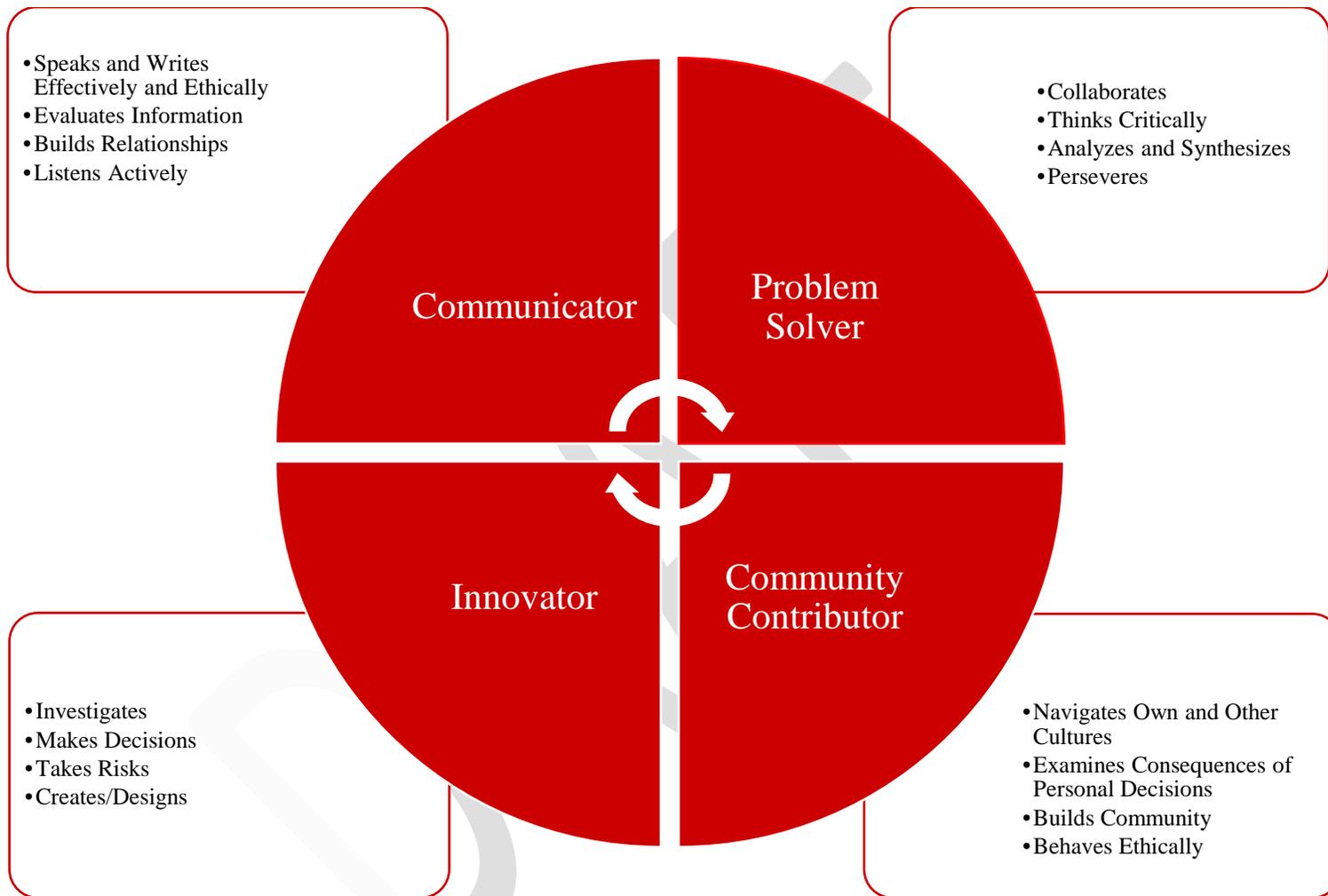
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IUPUI students, through both curricular and co-curricular experiences and regardless of academic major, will be prepared to launch their careers and navigate the world with a range of ways of thinking and doing at their disposal to communicate effectively, innovate, and engage local and global communities to solve the problems of the 21st century. Our goal was to inspire all units that work with students to contribute across multiple categories, emphasizing the integration, application, depth and breadth of knowledge, skills, and understanding essential for today's college graduate.

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## Communicator

The IUPUI student, as an effective communicator, speaks and writes ethically and effectively across public, private, interpersonal, and team settings, using face-to-face and mediated forms. Communicators are mindful of themselves and others, listen thoughtfully, evaluate information, create/design messages that demonstrate awareness of audience, and collaborate with others to build relationships.

Speaks and Writes Effectively and Ethically	Evaluates Information	Builds Relationships	Listens Actively
<p><b>What does it look like?</b> Communicators are able to express and adapt information and arguments to diverse audiences across formats and settings. They speak and write with a purpose, make informed and principled choices and foresee consequences of these choices.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Develop a central message that is compelling, stylistic, and strongly supported with credible evidence.</li> <li>• Rely on content and language choices that are clear and appropriate to diverse audiences and purposes.</li> </ul>	<p><b>What does it look like?</b> Communicators scrutinize information prior to opinion formation and knowledge dissemination. They comprehend, interpret, analyze, and assess ideas, facts, and arguments. Communicators challenge assumptions; they use complex information from a variety of qualitative and quantitative sources, personal experiences and observation to draw logical conclusions, form a decision or opinion, and/or advance an argument.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Determine key issues for consideration and access</li> </ul>	<p><b>What does it look like?</b> Communicators actively engage with others to deliberate, negotiate, build consensus, navigate conflict, define values, or meet shared goals. Communicators operate with civility and cultivate healthy and meaningful relationships with others.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Evaluate and apply diverse perspectives to complex topics in the face of multiple or conflicting positions.</li> <li>• Tailor communication strategies to express, listen, and adapt to others to establish relationships to</li> </ul>	<p><b>What does it look like?</b> Communicators listen attentively to others and respond appropriately. Communicators are aware of personal biases.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Listen for information.</li> <li>• Paraphrase ideas.</li> <li>• Perform self-reflection.</li> <li>• Engage others in ways to facilitate their contributions.</li> </ul> <p><b>Examples</b> <i>Academic:</i> Advance class discussion with peers. <i>Co-curricular:</i> Facilitate a Democracy Plaza event.</p>

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<ul style="list-style-type: none"> <li>• Deliver polished and organized informative and persuasive presentations to diverse audiences.</li> <li>• Write informative and argumentative reports or essays to diverse audiences.</li> <li>• Use credible information sources.</li> <li>• Reflect on speaking and writing choices.</li> </ul> <p><b>Examples</b>  <i>Academic:</i> Convey information orally and in writing to audiences inside and outside topic area.</p> <p><i>Co-curricular:</i> Present information during a student organization new student induction ceremony; participate in a theatre performance.</p> <p><b>Assessment Mechanisms:</b> An assignment, such as one of the examples above, evaluated according to the Oral and Written Communication Value</p>	<p>information using well-designed search strategies.</p> <ul style="list-style-type: none"> <li>• Find and use a variety of credible information sources.</li> <li>• Interpret/evaluate evidence to develop comprehensive analysis or synthesis.</li> <li>• Ask questions to thoroughly consider diverse viewpoints.</li> <li>• Analyze own and others' assumptions.</li> <li>• Evaluate relevance of contexts (e.g., historical, political, cultural) when presenting position.</li> <li>• Express logical position that accounts for complex perspectives.</li> <li>• Acknowledge limitations.</li> </ul> <p><b>Examples</b>  <i>Academic:</i> Engage in the research process to produce a paper or report; design and conduct an experiment or survey and convey the results to diverse audiences (<b>RISE</b>).</p> <p><i>Co-curricular:</i> Analyze data</p>	<p>further goals.</p> <ul style="list-style-type: none"> <li>• Engage others respectfully; motivate others.</li> </ul> <p><b>Examples</b>  <i>Academic:</i> Work with others to accomplish a team project; work with classmates and community members on a service learning project.</p> <p><i>Co-curricular:</i> Work with student organization to accomplish a shared goal.</p> <p><b>Assessment Mechanisms:</b> An assignment, such as one of the examples above, evaluated according to the Teamwork or Civic Engagement Value Rubric or a rubric included with the REAL. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.</p>	<p><b>Assessment Mechanisms:</b> An assignment, such as one of the examples above, evaluated according to the relevant Value Rubric or a rubric included with the REAL. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.</p>
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<p>Rubric or a rubric included with the REAL. Evaluation conducted at various points in the curriculum to meet introductory, milestone, and capstone expectations.</p>	<p>on student organization participation to convey conclusions to student affairs.</p> <p><b>Assessment Mechanisms:</b> A signature assignment, such as one of the examples above, evaluated according to the Critical Thinking Value Rubric at different points along the curriculum. As signature assignment or experience evaluated according to a rubric aligned with the REAL.</p>		
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Some information above is adapted from the AAC&U Value Rubrics

### Problem Solver

The IUPUI Student, as a problem solver, works with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging problems.

Collaborates	Thinks Critically	Analyzes and Synthesizes	Perseveres
<p><b>What does it look like?</b> Problem Solvers know how to work with others; they make the results of research understandable to a variety of audiences; they listen to, respect, and incorporate a diversity of opinions and</p>	<p><b>What does it look like?</b> Problem Solvers think critically about the world and their place in it; they evaluate information resources carefully and conduct research independently to determine the most reliable and useful sources for their work.</p>	<p><b>What does it look like?</b> Problem Solvers are curious about other perspectives and how to use knowledge and skills from a variety of fields in their own work; they solicit information from scholars and community members to enrich</p>	<p><b>What does it look like?</b> Problem Solvers are comfortable with ambiguity and don't give up when the task they're facing is difficult; they seek solutions from professionals, mentors, friends, and academic resources to</p>

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<p>experiences into their plans.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Cultivate healthy, meaningful relationships with others.</li> <li>• Operate with civility in a complex world.</li> <li>• Listen attentively to others and respond appropriately.</li> <li>• Actively engage with others to build consensus, define values, or meet shared goals.</li> </ul> <p><b>Examples:</b>  <i>Academic:</i> Work with a small group to create a report; Successfully design and implement a scientific procedure or study involving multiple people.</p> <p><i>Co-curricular:</i> Join a student organization and participate in its activities; Volunteer with a local nonprofit organization.</p> <p><b>Assessment Mechanisms:</b>  A group project that tracks both individual contributions and the</p>	<p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Seek new information to solve problems.</li> <li>• Make effective use of information resources and technology.</li> <li>• Identify and propose solutions for problems using quantitative tools and reasoning.</li> <li>• Use complex information from a variety of sources including personal experiences and observation to draw logical conclusions and form a decision or opinion.</li> </ul> <p><b>Examples:</b>  <i>Academic:</i> Conduct academic research for a research paper; design and implement an experiment or survey on a topic of the student’s own choosing.</p> <p><i>Co-Curricular:</i> Participate in Fall Alternative Break Program by completing short-term project for a community agency in addressing social issues.</p>	<p>their knowledge; they translate complex ideas into action plans.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Identify and adjust behaviors by applying previously understood information, concepts, experiences, qualitative and quantitative techniques to a new situation or setting.</li> <li>• Modify one's approach to an issue or problem based on the contexts and requirements of particular situations.</li> <li>• Work across traditional course and disciplinary boundaries.</li> <li>• Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.</li> </ul>	<p>work through challenging moments.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Recognize and effectively manage ambiguous ideas, experiences and situations.</li> <li>• Manage adversity and life challenges in a flexible and ethical manner that promotes individual growth and development.</li> <li>• Demonstrate transferrable life skills (e.g., time management, communication, and problem solving) developed while participating in co-curricular activities.</li> </ul> <p><b>Examples:</b>  <i>Academic:</i> Resolve conflicts in group work to move on with the assignment; takes criticism as an opportunity to improve skills and ideas.</p> <p><i>Co-curricular:</i> On-campus employment experiences; participation in campus leadership programs.</p>
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<p>quality of the completed project, evaluated using the Teamwork VALUE rubric.</p>	<p><b>Assessment Mechanisms:</b> A signature assignment that requires extensive research using primary and/or secondary sources, evaluated according to the Critical Thinking or Information Literacy VALUE rubrics; a signature assignment involving quantitative or qualitative data analysis, evaluated according to the Quantitative Literacy VALUE rubric.</p>	<p><b>Examples:</b> <i>Academic:</i> Work with a group of students and community members on a service learning project. <i>Co-curricular:</i> Tour the Tunnel of Oppression aimed at highlighting contemporary social justice issues of oppression, micro aggressions and the “isms” faced in communities.</p> <p><b>Assessment Mechanisms:</b> A signature assignment or project that proposes a course of action or solution to a problem, evaluated using the Problem Solving or Integrative and Applied Learning VALUE rubrics.</p>	<p><b>Assessment Mechanisms:</b> Student journals written over the course of a large project or reflection papers at the end of an assignment; active and thoughtful student participation in group meetings to resolve differences; frequent one-on-one meetings with students; self-evaluations of student participation in group work.</p>
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**Innovator**

The IUPUI Student, as an innovator, builds on experiences and expertise to approach new situations and circumstances in original ways, is willing to take risks, and pose solutions. Innovators are original in their thoughts, and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion.

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Investigates	Makes Decisions	Takes Risks	Creates/Designs
<p><b>What does it look like?</b> Innovators know how to investigate; they are inquisitive, can carry out research (fieldwork, community-based, bench science, humanities and social science), are proactive, can advocate for issues, and work toward building consensus with others.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Explore a topic in depth.</li> <li>• Indicate an intense interest in an area; show substantial knowledge and understanding of at least one field of study.</li> <li>• Reflect on future self by building on experiences and responding to new challenges.</li> <li>• Use quantitative data to inform decision-making.</li> </ul> <p><b>Examples:</b> <i>Academic:</i> Conduct</p>	<p><b>What does it look like?</b> Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Students see possibilities/need for change, and demonstrate/use their skills, talents, abilities to pursue change/improvement/advancement/innovation/knowledge creation.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Create a plan based on available evidence to achieve a goal related to a meaningful issue.</li> <li>• Advocate for change or improvement with others that uphold values.</li> <li>• Carry out a plan to implementation.</li> <li>• Anticipate and avoid difficult situations before they become an issue both in academic lives and career.</li> </ul> <p><b>Examples:</b> <i>Academic:</i> Design a system, component, or process to meet desired</p>	<p><b>What does it look like?</b> Innovators build on experiences and expertise to approach new situations and circumstances in original ways, is willing to take risks, and pose solutions.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Modify an approach to an issue or problem based on the contexts and requirements of particular situations.</li> <li>• Connect to relevant experiences and academic knowledge across disciplines and perspectives.</li> <li>• Integrate communication in ways that enhance knowledge and understanding.</li> <li>• Recognize and effectively manage ambiguous ideas, experiences and situations.</li> </ul>	<p><b>What does it look like?</b> Innovators are original in their thoughts, and ask others to view a situation or practice in a new way. Students combine or synthesize existing ideas, images, or expertise in original ways.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Use divergent thinking to work in an imaginative way.</li> <li>• Take risks either personally (in terms of embarrassment or rejection), or risk of failure in going beyond expectations.</li> <li>• Embrace contradictions.</li> <li>• Provide novel or unique solutions to a situation.</li> <li>• Connect, synthesize, or transform ideas into new ones.</li> <li>• Transfer skills, theories, abilities, methodologies by adapting or applying</li> </ul>

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<p>research, describe, and explain a complex historical event in a coherent manner, employing the conventions and standards of the discipline.</p> <p><i>Co-curricular:</i> Identify an area of interest and pursue it with others in a meaningful way toward mastery.</p> <p><b>Assessment Mechanisms:</b> Assignments that require identification of an area of interest or question for investigation, a plan to carry out that investigation and report on findings.</p>	<p>needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.</p> <p><i>Co-Curricular:</i> Develop a proposal to create mechanism or system to meet a student need across campus.</p> <p><b>Assessment Mechanisms:</b> Signature assignment that identifies a need, develops a plan, carries a plan to implementation.</p>	<ul style="list-style-type: none"> <li>Identify and adjust behaviors by applying previously understood information, concepts, and experiences to a new situation or setting.</li> </ul> <p><b>Examples:</b>  <i>Academic:</i> Collaborate with an agency, organization or external mentor to articulate the ethical implications of such research partnerships, and understand the goals of the scholarly project for academics and community partners alike.</p> <p><i>Co-curricular:</i> Use disciplinary knowledge in a co-curricular setting to develop solutions for new applications.</p> <p><b>Assessment Mechanisms:</b> Assignments like research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece</p>	<p>to new situations.</p> <ul style="list-style-type: none"> <li>Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.</li> </ul> <p><b>Examples:</b>  <i>Academic:</i> Create the electronic structure of health data to meet a variety of end user needs.</p> <p><i>Co-curricular:</i> Develop a new program for student involvement.</p> <p><b>Assessment Mechanisms:</b> Assignments that present new ideas and solutions to a problem; includes creation of procedures, products, or materials that have viable application or implementation.</p>
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		about the final product of an assignment.	
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**Community Contributor**

The IUPUI Student is an active and valued contributor on the campus and in the broader community. They are personally responsible and self-aware and they look outward to understand the needs of the society and their environment. They are socially responsible, ethically oriented, and actively engaged in the work of building strong and inclusive communities.

Navigates Own and Other Cultures	Examines Consequences of Personal Decisions	Builds Community	Behaves Ethically
<p><b>What does it look like?</b> Community Contributors appreciate and seek to understand their own culture and society as well as the culture of others. Strong community members learn to navigate effectively in a complex world by working in a civil and collaborative manner with others.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Understand the diversity and universality of human experience.</li> <li>• Engage others civilly, and with respect.</li> <li>• Understand and appreciate the interconnectedness of</li> </ul>	<p><b>What does it look like?</b> Community Contributors have strong personal insight and are able to understand their needs and motivations. They are able to make sound, evidence-based decisions and they can predict the reasonable consequences of their choices and actions.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Engage in meaningful self-examination and reflection. Track these efforts by including them in your E-PDP.</li> <li>• Manage adversity in a flexible and ethical manner.</li> <li>• Change course when doing so is prudent or necessary.</li> </ul>	<p><b>What does it look like?</b> Community Contributors are active participants in their communities. They are willing to contribute their talents and knowledge in ways that improve the world around them. They are respectful and inclusive.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Make informed and principled choices.</li> <li>• Learn to recognize your own cultural rules and biases.</li> <li>• Communicate effectively with others in a variety of settings.</li> <li>• Cultivate health and</li> </ul>	<p><b>What does it look like?</b> Community Contributors develop a value-based code that directs their personal behavior and social interactions. They are aware of and respect the ethical conventions of their community and other communities. They create the conditions for good ethical behavior by others.</p> <p><b>What do you do?</b></p> <ul style="list-style-type: none"> <li>• Understand and articulate your personal values and beliefs.</li> <li>• Advocate for your values and beliefs in a civil and respectful manner.</li> <li>• Consider the consequences</li> </ul>

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<p>local and global communities.</p> <ul style="list-style-type: none"> <li>Recognize and appreciate cultural differences and initiate interactions with those who are culturally different.</li> </ul> <p><b>Examples:</b>  <i>Academic:</i> Take courses focused on a period of time, a religious tradition, a culture or a language other than your own.</p> <p><i>Co-curricular:</i> Explore the art, music, or food of other cultural or ethnic communities. Live or work with others whose culture and traditions are different from your own.</p> <p><b>Assessment Mechanisms:</b>  Complete group project that requires students to consider and explain multiple perspectives on an issue, event or concern.</p>	<ul style="list-style-type: none"> <li>Care for your personal and emotional health.</li> <li>Set and pursue personal goals.</li> </ul> <p><b>Examples:</b>  <i>Academic:</i> Develop strategies that allow you to identify and use information critical to sound decision-making in multiple areas. Take courses that expand your ability to think creatively as well as critically.</p> <p><i>Co-Curricular:</i> Take advantage of campus resources, including classes, seminars and campus support services to learn how to best care for your physical and mental health.</p> <p><b>Assessment Mechanisms:</b>  Assignments that require self-assessment and self-reflection.</p>	<p>meaningful relationships.</p> <ul style="list-style-type: none"> <li>Adjust behaviors by applying previously understood information, concepts, and experiences to a new situation or setting.</li> </ul> <p><b>Examples:</b>  <i>Academic:</i> Learn to communicate ideas and beliefs in a clear and concise way to a variety of audiences.</p> <p><i>Co-curricular:</i> Join and participate regularly in a campus or community organization. Identify a cause or activity important to you and volunteer your time.</p> <p><b>Assessment Mechanisms:</b>  Assignments that require students to work in groups to study a public policy or community issue within their discipline and to propose solutions to community problems.</p>	<p>of your choices and actions.</p> <ul style="list-style-type: none"> <li>Make principled choices in your life and in your relationships with others.</li> <li>Understand and articulate the generally accepted ethical principles and legal systems in the communities in which you live and work.</li> <li>Understand the ethical principles of other cultures, societies and environments.</li> <li>Exhibit respect for and preserve the dignity of others.</li> </ul> <p><b>Examples:</b>  <i>Academic:</i> Study the ethical systems of other cultures. Examine ethical dilemmas within your discipline.</p> <p><i>Co-curricular:</i>  Live or work with others whose culture or legal systems are different from your own.</p> <p><b>Assessment Mechanisms:</b>  Completion of project that asks students to compare two or more approaches to an ethical</p>
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			issue assessed using VALUE rubric.
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