

Category: The Gateway Colloquia (GW)

Category Goals

1. Introduce students to the process of intellectual inquiry and develop students' critical thinking skills;
2. Develop students' ability to evaluate competing ideas and experiences;
3. Develop students' skills in the conventions and structures of presenting knowledge in written academic and public discourse, and on strategies for effective revision; and
4. Engage students in learning activities that prepare them for academic life in the university.

Student Learning Outcomes

Upon completion of a Gateway Colloquia course, students will be able to:

Writing Basics

- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics;
- Execute a logical structure that supports an argument;
- Complete a series of tasks for final documents, including drafting, revising arguments and evidence, and editing; and
- Correctly identify and execute generic expectations of the assignment (e.g. summarize, apply, critically analyze).

Craft a Strong Argument in Writing

- Craft a clear thesis statement that demonstrates critical thought;
- Use high-quality sources as evidence to support a clearly defined argument; and
- Critically think and articulate original insights in writing.

Category: Analysis of Values (AV)

Category Goals

1. Develop students' ability to recognize and understand normative value issues;
2. Encourage students to understand and evaluate contrasting theories pertaining to normative value issues;
3. Develop students' ability to formulate, examine rationally, and defend their positions about normative value issues. Such examination requires students to consider theories, contrasting positions on the issue(s) in question, and pertinent descriptive and empirical information; and
4. Encourage students to reflect on the implications of their values for their personal, professional and civic lives, and to learn to listen to, respect, and care about the views of other people in situations other than their own.

Student Learning Outcomes

Upon completion of a course in Analysis of Values, students will be able to:

- Recognize normative value issues;
- Identify contrasting theories of normative value and assess the strengths and weaknesses of those theories;
- Rationally defend a normative value position and charitably interpret contrasting value positions; and
- Reflect on the implications of normative values to personal, professional, or civic contexts.

Category: The Arts (AR)

Category Goals

1. Develop students' awareness of the deep sources of art, both individual and communal, and of the relationship in art between disciplined technique and creative freedom;
2. Examine how art records, reflects, and shapes the temper of its time and place of origin;
3. Explore the significance of art in a larger context-cross-culturally, historically, or in terms of broad aesthetic parameters shared by various art forms; and
4. Encourage students to gain a sense of what artists actually do with their hands, voices, bodies, and minds, in the creation and practice of their art.

Student Learning Outcomes

Upon completion of a course in The Arts, students will be able to:

- Identify cultural influences that shape artistic creation;
- Explain how art represents the time and place of its creation; and
- Describe or demonstrate the creative process of artistic production.

Category: Contemporary Social Institutions (CSI)

Category Goals

1. Examine how one or more social institutions arise, operates, interact with other institutions, and change in different cultural and historical contexts;
2. Illuminate the ways and means through which societal and individual values are reflected in contemporary social institutions;
3. Enable students to understand how individuals' values, beliefs, and behaviors are influenced by contemporary social institutions; and
4. Provide students with opportunities to observe and/or to interact directly with individuals involved in the ongoing operations of one or more contemporary social institutions.

Student Learning Outcomes

Upon completion of a course in Contemporary Social Institutions, students will be able to:

- Identify and describe the real-world nature and operation of a social institution;
- Use critical thinking skills to analyze the relationships between individuals and institutions; and
- Discuss and explain the history, development, working, or purpose of an institution.

Category: Cultural and Historical Change (CHC)

Category Goals

1. Examine major episodes, processes and contexts of change within societies and social institutions, with special attention to changes in belief, behavior and social organization;
2. Understand the processes of choice and action through which the cultural systems, social institutions, and social relationships arise, persist, and change;
3. Examine the interactions of cultures and histories as revealed in the speech, documents, artifacts, and patterns of behavior of the women and men directly affected at the time of change; and
4. Develop the student's understanding of her or his place in world history through reflection on the present in light of the past.

Student Learning Outcomes

Upon completion of a course in Cultural and Historical Change, students will be able to:

- Articulate key processes of social and cultural transformation in multiple historical contexts including their own;
- Describe historical agents and their impact on social and cultural systems and institutions; and
- Make an argument based on the analysis of primary sources (speech, documents, artifacts) and ethical use of secondary sources.

Category: Formal Reasoning (FR)

Category Goals

1. Familiarize students with one or more formal systems;
2. Promote the understanding of formal systems and their use in identifying, analyzing and solving problems;
3. Provide a real-world context for the use of formal reasoning; and
4. Convey an appreciation of formal systems.

Student Learning Outcomes

Upon completion of a Formal Reasoning (FR) course, students will be able to:

- Identify the key formal system of this course, as well as the concepts and objects within that system;
- Solve problems within the formal system;
 - For example, translation between natural language sentences and sentences within the formal system. This usually involves abstract manipulations within the formal system.
- Apply the formal system to real-world problems.
 - This usually involves identifying concrete examples of more abstract concepts.

Category: Intellectual Traditions (IT)

Category Goals

1. Develop students' abilities to evaluate critically ideas and beliefs articulated in the conversations of minds across the centuries in our own and other cultures;
2. Increase students' knowledge of the texts and traditions, either Western or non-Western, which are demonstrably important, i.e., that have shaped culture and made a difference in the course of events;
3. Enable students to see that understanding an idea requires understanding its development by examining the ways in which ideas, beliefs, and world views originate, evolve, persist, recur, and die out; and
4. Develop students' abilities to read primary texts and make, assess, and defend arguments about ideas articulated in those texts.

Student Learning Outcomes

Upon completion of a course in Intellectual Traditions, students will be able to:

- Articulate ideas in a primary text or intellectual tradition in context;
- Identify the development of an expression of an idea over time or between cultures; and
- Make and justify an argument about the ways in which the expression of an idea shapes a culture.

Category: Literature (LIT)

Category Goals

1. Help students to recognize and understand the importance of the structure and style of a literary text;
2. Encourage students to engage their imaginative faculties when they read;
3. Enable students to connect the literature they read to the cultural and social contexts in which it was written or which it portrays; and
4. Develop students' ability to interpret literary texts.

Student Learning Outcomes

Upon completion of a course in Literature, students will be able to:

- Use close reading to identify and compare structures and styles of literary texts.
- Critically reflect on the ways in which engaging their imaginative faculties helped them understand the reading.
- Connect the literary text to the cultural and social contexts in which it was written or which it portrays.
- Analyze how literary techniques convey the author's message.

Category: The Natural Sciences (LSI, LSL, PSI, PSL)

Category Goals

1. Acquaint students with important life and/or physical science concepts, as well as the connections among different areas of science;
2. Develop students' understanding of the roles that critical analysis, abstract thinking, creativity, and imagination play in the scientific enterprise;
3. Introduce students to the usefulness of applying scientific concepts to the understanding of everyday experiences;
4. (in laboratory courses) develop students' understanding of how scientific problems are studied in a laboratory environment.

OR

(in scientific issues courses) improve understanding of scientific and technological issues that affect society and consider strengths and limitations of science in dealing with these issues.

Student Learning Outcomes

Upon completion of a course in The Natural Sciences, students will be able to:

- Demonstrate competence on questions/projects/assignments that draw on information, concepts, or debates germane to more than one (at least two) area of science, either in the physical (physics, chemistry) or life sciences (biology, psychology).
- Understand how the course material relates to everyday life; helps them understand critical debates (in politics and in life); or affects their behavior (i.e., helps them improve outcomes for themselves or others).
- Critically examine the structure of scientific approaches or arguments to critically evaluate them.

Upon completion of a LAB course in The Natural Sciences, students will be able to:

- Obtain data using available and properly chosen equipment.
- Analyze data with a known model or generate a decisive refutation.
- Relate to topics and concepts across the course and between courses

Flag: Writing Intensive Courses (W)

Writing Intensive Flag Goals

1. To write effectively, using evidence that supports the writer's purpose;
2. To understand that writing is a process that includes revision;
3. To analyze writing situations by considering the audience, the discipline, and the purpose;
4. To use writing as a tool for invention and discovery; and
5. To find, evaluate, and ethically use information from sources, if appropriate to the course objectives

Student Learning Outcomes for the Writing Program

Upon completing Gateway Colloquia and 2 Writing Intensive courses, an IWU graduate should be able to:

- Write with clarity for a variety of audiences and rhetorical situations;
- Thoughtfully evaluate rhetorical argument and bias from a variety of sources;
- Apply conventions of a specific discipline or professional field;
- Seek and embrace feedback and revision for iterative writing purposes; and
- Find, evaluate, and ethically use information.

Student Learning Outcomes for Writing Intensive Courses

Upon completion of a Writing Intensive course, students will be able to:

Effective Writing with Evidence

- Construct clear, coherent written arguments that demonstrate a focused thesis or central purpose supported by relevant, well-integrated evidence
- Select and incorporate appropriate evidence from various sources (textual, empirical, experiential) that effectively supports their written arguments and purposes
- Organize writing logically with clear transitions and structure that enhances the reader's understanding of the argument or narrative

Writing as Process

- Demonstrate understanding of writing as a recursive process by engaging in multiple stages of planning, drafting, revising, and editing
- Apply revision strategies that go beyond surface-level corrections to substantially improve content, organization, and clarity
- Reflect on their writing process and articulate how revision has strengthened their work and advanced their thinking

Rhetorical Awareness

- Analyze writing situations by identifying and responding appropriately to audience expectations, disciplinary conventions, and genre requirements
- Adapt their writing style, tone, and approach to suit different audiences, purposes, and disciplinary contexts
- Demonstrate awareness of disciplinary discourse by using appropriate terminology, citation styles, and argumentative strategies for their field of study

Writing for Discovery and Learning

- Use writing as a tool for exploration and critical thinking to develop, clarify, and deepen their understanding of course concepts
- Employ various forms of informal writing (such as journals, freewriting, or reflective pieces) to generate ideas and discover new insights
- Demonstrate how writing has contributed to their learning by articulating connections between their writing process and their evolving understanding of course material

Information Literacy and Ethical Source Use

- Locate and evaluate credible sources using appropriate research strategies and databases relevant to their discipline and assignment requirements
- Critically assess source quality by evaluating author credibility, publication context, currency, and relevance to their research questions
- Integrate sources ethically and effectively through proper attribution, citation, and synthesis that respects intellectual property while advancing their own arguments
- Distinguish between their own ideas and those of others through appropriate use of summary, paraphrase, and quotation with correct documentation

Flag: Encountering Global Diversity (G)

Encountering Global Diversity Flag Goals

1. Develop students' ability to analyze and understand contemporary societies outside the U.S. in the context of individual courses;
2. Enable students to understand the social and cultural frames of reference of one or more societies and see the world from its/their perspective(s).

Student Learning Outcomes

Upon completion of a course with a Global Diversity flag, students will be able to:

- Analyze and critically examine the social, cultural, and structural characteristics of contemporary societies outside the United States;
- Identify and interpret the unique social and cultural frames of reference that shape perspectives in different societies;
- Demonstrate the ability to view and understand global situations from alternative cultural viewpoints; and
- Compare and contrast their own cultural perspective with those of societies different from their own

Flag: Encountering U.S. Diversity (U)

Encountering US Diversity Flag Goals

1. Develop students' ability to analyze and understand diversity in the context of individual courses;
2. Enable students to understand the ways in which issues of difference are tied to issues of privilege and advantage, and to specific histories of groups and individuals;
3. Encourage students to acknowledge and appreciate the diversity in their own lives.

Student Learning Outcomes

Upon completion of a course with a U.S. Diversity flag, students will be able to:

- Describe the breadth and depth of diversity in the U.S. with regard to the course topic;
- Analyze how histories or understandings of difference create systems of advantage and disadvantage that shape the experiences of diverse groups; and
- Demonstrate empathy for or understanding of people with different identities, backgrounds, beliefs, or experiences.

Category: Second Language (LA)

Category Goals

1. Develop in students of modern languages the four basic language skills of speaking, reading, listening, and writing in a language other than English;
2. Develop an understanding of the nuances of the cultures they study. Students are able to compare and contrast their own culture with that of the cultures they study and use this knowledge and their intercultural communication skills in a world of diverse cultures.
3. Help students recognize and use elements of the second language to increase knowledge of their own language. Students use their knowledge of the second language and intercultural communication skills in a multilingual world.

Student Learning Outcomes

Upon completion of the third semester of a second language, students will be able to

- Speak, write, listen, and read in a language other than English at an intermediate proficiency level*
 - Describe familiar experiences, events, and opinions. I can narrate a story and make a simple factual presentation.
 - Summarize, describe, or explain familiar topics and support my views with some details.
 - Understand ideas on familiar topics expressed through connected sentences.
 - Understand most details in texts containing familiar vocabulary, and I can understand the main idea and many details in texts that contain unfamiliar vocabulary.
- Understand the nuances of different cultural products and practices
 - Describe and analyze cultural products and practices.
 - Compare and contrast own cultural perspectives with other cultures.
- Recognize and use elements of the second language to increase knowledge of own language.
 - The knowledge of own language increased as a direct consequence of using the second language.

**Note: ACTFL sets Student Learning Outcomes (SLOs) and language proficiency levels. The SLOs come in “I can” statements. See the 2024 ACTFL/NCSSFL Proficiency Standards <https://www.actfl.org/uploads/files/general/Resources-Publications/Can-Do-Introduction-2020.pdf>*

Category: Physical Education (PE)

Category Goals

1. Explore the holistic benefits of physical exercise;
2. Introduce students to the importance of warm-up and stretching;
3. Encourage students to learn and apply principles of a healthy and active lifestyle; and
4. Identify and practice principles of anaerobic training.

Student Learning Outcomes

Upon completion of a PE course, students will be able to

- Identify the many benefits of physical movement to overall well-being
- Demonstrate appropriate warm ups and explain the importance of stretching prior to physical activity
- Articulate how they can apply healthy and active lifestyle habits in a personalized way