

Principles of Co-Curricular Learning
IUPUI Division of Student Life
April, 2013

Introduction: The Principles of Co-Curricular Learning (PCLs), developed by the Division of Student Life, are based upon the Principles of Undergraduate Learning (PULs) and the Principles of Graduate and Professional Learning. Together, these are the essential components of the educational experience at Indiana University-Purdue University Indianapolis. These principles form a conceptual framework for all students' general education both inside and outside of the classroom. The Division's assessment of learning program is geared toward specific students who hold certain positions on campus (e.g., student leadership, on-campus employment, etc.). The Division of Student Life offers targeted opportunities through sustained contact with these students that yield a critical mass for student learning. More specific expectations for IUPUI's graduates are determined by campus educators, including the faculty in a student's major field of study and the administrators of co-curricular programs and services. These expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

PCL 1: Core Communication Skills

[Definition:] The ability of students to express and interpret information and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.

[Outcomes:] Core communication skills are demonstrated by the student's ability to:

- a. express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats
- b. comprehend, interpret, and analyze ideas and facts
- c. communicate effectively in a range of settings
- d. identify and propose logical and sequential solutions for solving problems
- e. make effective use of information resources and technology
- f. effectively articulate abstract ideas
- g. create and evaluate presentations or performances
- h. listen attentively to others and respond appropriately

PCL 2: Critical Thinking

[Definition:] The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

[Outcomes:] The process of critical thinking begins with the ability to remember and understand, but it is truly realized when the student demonstrates the ability to:

- a. integrate mental, emotional, and creative processes for increased insight
- b. use complex information from a variety of sources including personal experiences and observation to draw logical conclusions and form a decision or opinion

- c. demonstrate ability to recognize and effectively manage ambiguous ideas, experiences and situations
- d. identify and adjust behaviors by applying previously understood information, concepts, and experiences to a new situation or setting

PCL 3: Integration and Application of Knowledge

[Definition:] The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

[Outcomes:] Integration and application of knowledge are demonstrated by the student's ability to:

- a. seek new information to solve problems
- b. identify connections between classroom and out-of-classroom learning
- c. relate co-curricular experiences to major career decisions
- d. demonstrate transferrable life skills (e.g., time management, communication, and problem solving) developed while participating in co-curricular activities
- e. work across traditional course and disciplinary boundaries

PCL 4: Intellectual Depth, Breadth, and Adaptiveness

[Definition:] The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

[Outcomes:] Intellectual depth, breadth, and adaptiveness are demonstrated by the student's ability to:

- a. show substantial knowledge and understanding of at least one field of study
- b. compare and contrast approaches to knowledge in different disciplines
- c. modify one's approach to an issue or problem based on the contexts and requirements of particular situations
- d. demonstrate competence in life skills (e.g., time management, communication, and problem solving)

PCL 5: Understanding Society and Culture

[Definition:] The ability of students to know and identify the interests, beliefs, and customs of their community, and others, through interaction, self-discovery, scholarship, and active participation in communal traditions.

[Outcomes:] Understanding society and culture is demonstrated by the student's ability to:

- a. compare and contrast the range of diversity and universality in human history, societies, and ways of life
- b. analyze and understand the interconnectedness of global and local communities
- c. operate with civility in a complex world
- d. recognize and identify the characteristics, values, customs and beliefs of various cultures and communities
- e. demonstrate personal knowledge of diverse groups through active participation and/or active learning
- f. explain the value of diversity within various groups and society as a whole

PCL 6: Values and Ethics

[Definition:] The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

[Outcomes:] A sense of values and ethics is demonstrated by the student's ability to:

- a. make informed and principled choices and to foresee consequences of these choices
- b. explore, understand, and cultivate an appreciation for beauty and art
- c. understand ethical principles within diverse cultural, social, environmental and personal settings
- d. exhibit respect and preserve the dignity of others

PCL 7: Intrapersonal Development

[Definition:] The ability of students to be aware of their emotions, behaviors, and motivations, analyze their strengths and weaknesses, and take responsibility for their decisions and actions.

[Outcomes:] The development of intrapersonal skills is demonstrated by the student's ability to:

- a. articulate one's values, beliefs, strengths, and challenges
- b. take actions based on analysis of one's values, beliefs, strengths, and challenges
- c. implement a personalized approach to physical, mental, and emotional health and wellness
- d. manage adversity and life challenges in a flexible and ethical manner that promotes individual growth and development

PCL 8: Interpersonal Development

[Definition:] The ability of students to navigate social and organizational systems such that they acknowledge and respect the values of others in their interactions while creating conditions of mutual benefit for themselves and those around them.

[Outcomes:] Competence in interpersonal development is demonstrated by a student's ability to:

- a. actively engage with others to build consensus, define values, or meet shared goals
- b. integrate elements of interpersonal difference in order to be inclusive as possible in group settings
- c. cultivate healthy, meaningful relationships with others