



INDIANA COMMISSION *for* HIGHER EDUCATION

INDIANA COLLEGE CORE (formerly the STGEC)

PREAMBLE

In 2012, the Indiana legislature enacted [Senate Enrolled Act-182](#), thereby establishing the requirements for a Statewide Transfer General Education Core of at least 30 credit hours. The statute states that the Core must be based upon a set of competencies in areas agreed upon by the state educational institutions.

A Statewide Leadership Team was created to develop a framework for the Statewide Transfer General Education Core and to provide oversight of the implementation process. The Statewide Leadership Team agreed upon six competencies for which student learning outcomes would be developed. Faculty representatives from each institution met to agree upon the learning outcomes for each competency.

Each state educational institution is required to offer a general education program of at least 30 credit hours which addresses these statewide competencies and the associated learning outcomes.

After May 15, 2013, a student who satisfactorily completes the requirements of the Statewide Transfer General Education Core in an Indiana state educational institution and subsequently transfers to another Indiana state educational institution will not be required to complete the Statewide Transfer General Education Core requirements at the institution to which the student transfers. The established framework for the Statewide Transfer General Education Core includes two categories: “Foundational Intellectual Skills” and “Ways of Knowing.” Each category includes three competency areas.

COMPETENCIES

The **Foundational Intellectual Skills** category includes:

- Written Communication
- Speaking and Listening
- Quantitative Reasoning

The second category, **Ways of Knowing**, comprises learning outcomes in broad, disciplinary areas and includes:

- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing



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Learning Outcomes that relate to historical ways of knowing appear in both Humanistic and Artistic, and Social and Behavioral Ways of Knowing. The statewide student learning outcomes for each competency are available on the website for the [Indiana Commission for Higher Education](http://www.in.gov/education).

Foundational Intellectual Skills

1. *Written Communication*¹

Upon completion of the Indiana College Core, students will be able to:

- 1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
- 1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.
- 1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- 1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
- 1.5. Develop, assert, and support a focused thesis with appropriate reasoning and adequate evidence.
- 1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- 1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

2. *Speaking and Listening*

Upon completion of the Indiana College Core, students will be able to:

¹ The written communication learning outcomes are expressed with the understanding that attention to the rhetorical situation is inherent within each. In addition, the following competencies entail facility with information literacy, which is defined by the Association of American Colleges and Universities as "The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand" (<http://www.aacu.org/value/rubrics/InformationLiteracy.cfm>).



Speaking and Listening (cont.)

- 2.1. Use appropriate organization or logical sequencing to deliver an oral message.
- 2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.
- 2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.
- 2.4. Advance an oral argument using logical reasoning.
- 2.5. Provide credible and relevant evidence to support an oral argument.
- 2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
- 2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

3. *Quantitative Reasoning*²

Upon completion of the Indiana College Core, students will be able to:

- 3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.
- 3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.
- 3.5. Communicate which assumptions have been made in the solution process.
- 3.6. Analyze mathematical results in order to determine the reasonableness of the solution.

² A foundational experience in quantitative reasoning will provide a rigorous mathematical curriculum applied to real world problem solving. The outcomes should deepen, extend, or be distinct from high school Core 40 mathematics competencies.



Quantitative Reasoning (cont.)

- 3.7. Cite the limitations of the process where applicable.
- 3.8. Clearly explain the representation, solution, and interpretation of the math problem.

WAYS OF KNOWING

4. *Scientific Ways of Knowing*

Upon completion of the Indiana College Core, students will be able to:

- 4.1. Explain how scientific explanations are formulated, tested, and modified or validated.
- 4.2. Distinguish between scientific and non-scientific evidence and explanations.
- 4.3. Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- 4.4. Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- 4.5. Use current models and theories to describe, explain, or predict natural phenomena.
- 4.6. Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

5. *Social and Behavioral Ways of Knowing*

Upon completion of the Indiana College Core, students will be able to:

- 5.1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3. Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.



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Social and Behavioral Ways of Knowing (cont.)

- 5.4. Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- 5.6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

6. Humanistic and Artistic Ways of Knowing

Upon completion of the Indiana College Core, students will be able to:

- 6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
- 6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- 6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual, or historical contexts.
- 6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.
- 6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
- 6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
- 6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.



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GUIDANCE

1. Each Indiana public institution will develop a transfer general education program of at least 30 credit hours.
2. Each Indiana public institution will make public how its general education program goals and learning outcomes correspond to the Indiana College Core competencies and associated student learning outcomes.
3. Each Indiana public institution will describe to other institutions how it will assure student mastery of the outcomes in the Indiana College Core.
4. Each Indiana public institution will be required to demonstrate that students transferring with the Indiana College Core have met the requirements of each competency by earning at least THREE credit hours in each of the six competencies, accounting for 18 credit hours.
5. Each Indiana public institution may determine the distribution of the additional 12 credit hours of the Indiana College Core in accordance with both the competencies of the Indiana College Core and the curricular policies governing general education at the institution.
6. In determining whether a student has completed the requirements of the Indiana College Core, each public institution will make this determination consistent with state law in relevant areas, such as applying credit for Advanced Placement scores and approved dual credit courses.
7. In accordance with institutional policies, Advanced Placement (AP), International Baccalaureate (IB) CLEP, and dual credit may count towards fulfillment of the Indiana College Core requirements at public institutions. Students who transfer to another institution should be aware that test credit will be reevaluated upon transfer in accordance with the receiving institutions' articulation policies. Institutions may accept other forms of credit according to their own existing policies, but these hours will not count towards the requirements of the Indiana College Core. For further information about the transfer of credit to Indiana public institutions, you can check: [TransferIN](#).
8. A minimum GPA of 2.0 for the 30 hours of courses within the Indiana College Core is required to meet the standard for satisfactory completion.



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9. Once a student has satisfactorily completed the requirements of the Indiana College Core at an Indiana state educational institution, the institution will validate and then document that completion the student's official transcript. If that student subsequently transfers to another state educational institution, the receiving institution will accept that documentation as satisfying its own Indiana College Core requirements. Furthermore, the receiving institution will apply at least 30 credit hours of transfer credit toward fulfillment of the student's degree requirements.
10. Successful completion of the Indiana College Core requirements is not a guarantee of admission to a particular state educational institution.
11. Students who matriculated after May 1, 2013, are eligible for the Indiana College Core.
12. General education residency requirements will be waived for students who have earned the Indiana College Core milestone prior to matriculation at the receiving institution.
13. The Indiana College Core does not change any requirements for a major or other degree objective. If any course within the Indiana College Core is a requirement for a major or other degree objective at the receiving institution and does not meet the grade requirement for the major, the receiving institution may require the student to repeat the course. It is absolutely critical that students work closely with their academic advisors to determine what relationship, if any, exists between requirements for general education and requirements for a specific major and/or other degree objective.

Contact Information

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