

**General Education  
at  
Indiana University**

**A Report to President Adam W. Herbert**

Prepared by the University Faculty Council Educational Policies Committee  
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## I. Statement on General Education at Indiana University

An undergraduate college education should broaden, enhance, and strengthen a person's knowledge, intellectual capabilities, and understanding. To help achieve these goals, every Indiana University baccalaureate degree program contains a general education component. To this end, every IU general education component provides: a) a sound foundation in communication skills, qualitative and quantitative analysis and reasoning, and literacy in information resources, b) a solid breadth of knowledge, intellectual capabilities, and understanding, and c) opportunities for educational engagement with the local and global community.

Historically, these general education requirements have been defined by the faculty of the School or College that awards the degree. For various reasons, including North Central's increased focus on assessing general education at an institutional level, faculties on the majority of IU campuses have instituted campus-wide general education programs in the last decade, moving beyond the school-specific requirements. Faculty on the Fort Wayne, Kokomo, Indianapolis, Northwest, South Bend, Southeast, and East campuses have defined campus-level expectations for undergraduate education that incorporate the principles of a general education. The faculty on these campuses are constantly revising and improving those programs. Faculty on the Bloomington campus are currently in the process of developing their own campus-wide program. Although each campus has had different impetus and motivation for moving toward campus-level general education expectations, each effort has been led by faculty members, endorsed by the faculty of the campus, and is managed and assessed with faculty oversight and involvement.

Around the country, different institutions have defined general education in different ways. In the pages that follow you will see how the eight IU campus faculties have approached general education to provide the best possible educational program for their students while building on the strengths and resources of the local campus and surrounding community. These programs are not incompatible philosophically or practically. In fact, there are many similarities. However, the contrasting approaches and the varied emphases of content or requirements highlight the specific knowledge and disciplines of the faculty, the local community, composition of the student body, and the mission of the individual campus. As the Mission Differentiation Report suggests, these distinct characteristics contribute to the overall strength of the university.

The investments made on each campus demonstrate the faculties' commitments to general education. The faculty members on each campus continue to be strongly engaged in ongoing efforts to define the campus-wide programs and to manage and reassess existing programs. Faculty involvement at a campus level maintains this investment and interest in the development of holistic education of local and global citizens. Indeed, only the campus faculty can:

- know the needs of its students and define the character of the undergraduate experience on its campus consistent with admissions expectations for pre-college preparation,
- develop a program congruent with the resources on its campus,
- take advantage of special opportunities, such as the breadth of a large research-oriented campus or the close relationships of a smaller campus,
- own the general education curriculum and incorporate it into more advanced courses, and

- invest the effort to reassess and mold its program to the campus mission and environment as recently identified in the Mission Differentiation Report.

Providing opportunities for students to move seamlessly between institutions in the State of Indiana has been a goal of the Indiana Commission on Higher Education. In 2001 and 2002, the Indiana University Faculty Council took the first steps toward providing for the seamless transfer of Indiana University credits between IU campuses. Faculties on each campus, working with academic administrators, have defined and sought approval for hundreds of course-level articulation agreements with Ivy Tech and other institutions in the State of Indiana and beyond. The application of transfer credits toward completion of the campus-level general education program will further assist students toward timely degree completion. The final section of this report includes a preliminary assessment of how some commonly taken introductory courses might apply to each campus general education program. This preliminary assessment reveals that, on average, general education coursework is portable.

II. General Education Programs at IU Campuses

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IU East (Page 17)

IUPUI (Page 26)

IU Kokomo (Page 31)

IU Northwest (Page 34)

IU South Bend (Page 42)

IU Southeast (Page 50)

For Reference: IPFW (Page 56)

## **Undergraduate Education and General Education at Indiana University Bloomington**

### **Preamble**

An undergraduate college education should broaden, enhance, and strengthen a person's knowledge, intellectual capabilities, and understanding and provide preparation for a productive professional career and for continuing growth as a person and as a citizen of the world. The undergraduate student must grow from an epistemology and ethics based on authority to one based on an autonomous, reasoned evaluation of assertions and evidence. A holder of a baccalaureate degree should be able to analyze critically the surrounding world and to articulate that analysis coherently to others. The holder should be able to draw upon a broad understanding of multiple disciplines in order to participate fully in contemporary society.

To this end, every Indiana University Bloomington undergraduate degree includes common course and disciplinary requirements which integrate the general developmental goals of an education with the special resources of the campus. These common requirements assure that all students appreciate the campus's ideals for an Indiana University Bloomington education and that they have the opportunity to explore a breadth of academic opportunities as well as the more specialized demands of a chosen major field of study. An Indiana University Bloomington undergraduate education should provide substantial intellectual capabilities in written and verbal communication, qualitative and quantitative analysis and reasoning, a solid breadth of knowledge across disciplines and fields of study, opportunities for educational engagement with the global community, literacy in information resources, and significant strength in at least one discipline or one interdisciplinary area.

General Education may be viewed as a foundation for the pursuit of an undergraduate degree. The Indiana University Bloomington General Education Program includes two basic components: the Common Ground (Foundations, Breadth of Inquiry, World Languages and Cultures) which is foundational to the development of intellectual capabilities and must be included in every undergraduate degree offered by Indiana University Bloomington; and, Shared Goals, which include components the faculty recommends for inclusion in every undergraduate degree program offered by Indiana University Bloomington.

Indiana University Bloomington offers a rich environment for such an education. Offering some 350 different degrees in the arts, sciences, and professions, it is committed through its faculty and facilities to quality teaching, cutting-edge research, scholarship, arts, and creative activity. Its academic programs build on the dynamic interrelationship of the College of Arts and Sciences with its liberal arts tradition and an array of distinguished professional schools. Drawing on a deep legacy of international engagement, the campus features foreign-language, culture, and arts emphases ranging across the Americas, Europe, Asia, and Africa, and more than 80 study-abroad opportunities for undergraduates. It offers physical space for an abundance of cultural resources, including world-class venues for music, drama, and the visual arts, and major research libraries and book and artifact collections. Additionally Indiana University Bloomington provides a residential living environment which supports the campus's academic mission and encourages engagement with the intellectual, cultural, and community richness of the world outside its gates, both near and far.

## Indiana University Bloomington General Education Program

The Indiana University Bloomington General Education Program consists of two parts, each of which is viewed by the campus faculty as equally important in the overall undergraduate educational experience. This two-part structure recognizes that some experiences are better completed universally by all undergraduates and other components are better defined within the context of each degree program. The faculty in each degree program are responsible for developing the most appropriate ways of incorporating these two components into each degree program. The Common Ground must be incorporated into every degree program. The Shared Goals are recommended for inclusion in every degree program.

### I. The Common Ground (Required; up to 31 credits)

- a. Foundations
  - i. Writing: English Composition- 3 credits
  - ii. Mathematical Modeling – 3-4 credits
- b. Breadth of Inquiry
  - i. Arts and Humanities- 6 credits
  - ii. Social and Historical studies- 6 credits
  - iii. Natural and Mathematical Sciences- 5 credits including a laboratory component or 6 credits of two 3-credit courses
- c. World Languages and Cultures
  - Second-year level of a world language (6 credits) **OR** World Culture courses (6 credits) **OR** International experience in an approved study abroad (6 credits)

### II. Shared Goals (Recommended; to be structured by faculty in each degree program; might be completed by embedding these goals in current curricula, through coursework for credit, or non-credit bearing activities)

- a. Intensive Writing
- b. Information Fluency
- c. Diversity in the United States
- d. Enriching Educational Experiences (service learning, internship, capstone project, student teaching, independent research/creative activity program, an approved study abroad experience, honors thesis, show, recital, performance)

**General Guidelines**

1. The General Education Program will be fully implemented in conjunction with the new admissions requirements by Fall 2011.
2. All courses or experiences used to fulfill Common Ground components of the General Education program must be approved by the General Education Committee.
3. Courses used to fulfill the Common Ground-Foundations components are limited to those courses or equivalencies approved for such use by the General Education Committee.
4. Courses and experiences used to fulfill Common Ground-Breadth of Inquiry and World Languages and Cultures components of the General Education program will be drawn primarily from the College of Arts and Sciences but may include courses and experiences proposed from other academic units on the Bloomington campus.
5. Courses or experiences designed for specific majors, and with extensive prerequisites, and where no substitutions or equivalences exist across the campus, should not be considered appropriate for inclusion in the Common Ground.
6. An individual course may satisfy more than one Common Ground-Breadth of Inquiry of Common Ground-World Languages and Cultures requirement of the General Education program if that course is approved for the relevant requirements. See Guidelines for Common Ground-Foundations below for restrictions on using courses approved for Foundations credit for more than one requirement. Courses approved for general education credit may overlap (double-count) with courses required by individual degree programs.
7. Because dual-credit (e.g., ACP) courses, credit by examination courses (e.g., special credit and AP credit), and transferred courses are entered on Indiana University transcripts as their Indiana University course equivalences, such courses are automatically accepted for satisfying the requirements of this General Education program.
8. Degree program requests for exceptions to the General Education program should be submitted to the General Education Committee through the associate dean/director for undergraduate education of the requesting school/college.
9. Schools retain the authority to set admission standards for individual degree programs including prerequisites, grade minima, etc.

## Guidelines for Courses in Specific Areas

### The Common Ground

#### I. Foundations

##### A. *Writing: English Composition (0-3 credits)*

###### Learning Outcomes

Students proficient in English composition will demonstrate the ability to

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers.
2. engage in substantial revision of drafts, as distinguished from editing and proofreading.
3. read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims.
4. engage in inquiry-driven research, making use of appropriate data repositories and indexes, and properly attributing and citing the language and ideas of others to avoid plagiarism.
5. develop a focused thesis and link it to appropriate reasons and adequate evidence.
6. use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas.
7. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

###### Courses

1. Courses fulfilling the Composition proficiency requirement should
  - a. emphasize formal instruction in writing that integrates reading, thinking, and writing skills transferable to a wide variety of college courses and experiences students will encounter.
  - b. include at least a full semester sequence of frequent and regular writing assignments that build sequentially on students' ability to read critically, summarize, apply, analyze, and synthesize what they have read, discussed, and researched.
  - c. emphasize the development of students' ideas in the context of ongoing cultural, scholarly, and professional "conversations," clarity of expression, and organization, in addition to correct grammar, spelling, punctuation, and citation.
  - d. involve rigorous draft feedback and evaluation using appropriate rubrics.
2. Courses approved for the Writing: English Composition requirement must have extensive and well-conceived systems for course development and review and for the preparation and ongoing supervision of all instructors.

3. Courses approved for the requirement must be taught in section sizes that permit directed rewriting and careful evaluation (25 or fewer).
4. Such courses are to be distinguished from Intensive Writing courses beyond the 100-level in which students typically learn formats and conventions particular to specific disciplines and professions and/or use writing as a way of understanding particular course concepts. Courses approved for the English Composition requirement will serve as prerequisites for such Intensive Writing courses.

*B. Mathematical Modeling (0-4 credits)*

Mathematical modeling instills an appreciation for the beauty of nature by revealing the intrinsic structure of the universe. The ability to model mathematically underscores productive citizenship and the successful pursuit of any undergraduate degree.

Mathematical modeling courses are general education mathematics courses that focus on understanding phenomena through mathematical models. Students fluent in the concepts of mathematical modeling will demonstrate the ability to create mathematical representations of phenomena in the physical, natural, or social sciences and use college-level mathematical techniques to draw correct inferences about these phenomena from their mathematical models. The mathematical techniques should include mathematical problem solving, quantitative reasoning, and exploration using multiple representations, such as equations, tables, and graphs. Mathematical modeling courses will a) have mathematics as the primary emphasis, b) emphasize mathematical rigor and abstraction, fundamental mathematical skills, and college-level mathematical techniques, c) teach how to develop mathematical models and draw inferences from them, d) include a full semester or equivalent of frequent and regular assignments that provide practice in mathematical modeling and mathematical techniques, and e) demonstrate and provide a system for consistency in instruction and in assessment of student achievement. A course used to satisfy the Mathematical Modeling Foundations requirement may not double-count toward the Breadth of Inquiry Natural and Mathematical Sciences requirement.

## II. Breadth of Inquiry

### A. *Arts and Humanities (2 courses, 6 credits)*

Courses in the Arts and Humanities enable students to understand and interpret expressions and artifacts of human experience in word, image, music, and gesture. In these courses, students investigate the varieties of aesthetic, intellectual and cultural expression from both contemporary and historical perspectives. They also develop the abilities to think rationally and to construct and assess opinions, ideas, and arguments. Arts and Humanities courses further encourage students to explore their own identity and traditions, so that they may craft their own responses to a changing and complex, modern world.

In the Arts, students explore human expression through (a) writing in various literary forms, (b) visual arts (painting, sculpture, textiles, etc.), (c) musical composition and performance, and (d) dramatic performance (live theater, video and film, dance, etc.). In the Humanities, students explore areas of knowledge and analysis relating to human history, philosophy, and/or culture.

Courses approved in Arts and Humanities (a) investigate and analyze modes of symbolic representation and artistic and/or literary conventions; (b) explore cultural, historical, and intellectual contexts of literature, art, music, and drama; and/or (c) create and/or re-create artistic works culminating in individual or group publication, production, or performance. Courses included in this last category will integrate analytical papers or formal critiques demonstrating students' ability to express opinions and ideas, and to argue rationally about them.

### B. *Social and Historical Studies (2 courses, 6 credits)*

Courses in this area examine individual, collective, and institutional behavior in social and historical contexts. Coursework may examine the interactions among diverse forces, such as those arising in historical, communicative, geographical, social, cultural, legal, economic, and political contexts. Students will be introduced to theoretical approaches and methodologies for understanding social behavior and institutions. Courses may emphasize knowledge of specific historical and social situations or foster an appreciation for the diversity of human sociality and the complex forces shaping human history.

### C. *Natural and Mathematical Sciences (5-6 credit hours; two courses OR a single 5-credit course that includes a substantial lab component)*

Distribution courses in this area will expose students to the nature and methods of scientific inquiry, emphasizing quantitative approaches to the testing of falsifiable hypotheses. These courses will begin to provide students with the tools and skills required not only to understand physical and biological phenomena, but discover them through theoretically based inquiry, rigorous analytical thinking, and/or the collection and interpretation of empirical data, broadly interpreted. Development of these skills is an essential component for enabling the discerning of fact from myth and superstition, evaluating methodology, evidence, and opinion, problem-solving, and generally preparing students to be informed and active participants in modern society.

### III. World Languages and Cultures (6 credits)

Indiana University has a long tradition of excellence and leadership in international and global studies. Most notably, that tradition is seen in the support that Herman B Wells gave to the establishment of world-class departments and programs in that area, as well as the current emphasis across the entire university in giving students the tools to better understand, appreciate, and work in our ever-shrinking world. Specifically, the 6-credit-hour World Languages and Cultures requirement has the following goals, some or all of which may be met in the three possible ways described below: 1) to understand elements that distinguish world cultures from one another and to be able to compare cross-cultural perspectives; 2) to gain the linguistic tools to communicate in another language at the intermediate level; 3) to develop analytical skills appropriate to the study of international and intercultural relations; 4) to apply such understanding and skills by means of active participation and reflection in programs of study outside the United States.

This requirement strives to increase student knowledge of the variety of international societies and may deal to some extent with U.S. culture in its international connections. It need not focus on the present and may, instead, be a historical subject. The requirement seeks to expand student knowledge of world affairs, cultures, societies, and values; explore knowledge traditions grounded in different cultural paradigms; and provide a framework for understanding and appreciating the ideas and values of different cultures. These goals are intended to provide a foundation for basic understanding and knowledge, which will be further developed in more advanced studies; internationalization and globalization should pervade a student's entire experience at Indiana University.

**The World Languages and Cultures requirement may be fulfilled in ONE of the following three ways:**

#### A. Language Study (0-6 credits)

Students must successfully complete two world language courses (same language) at the second-year level or higher [Note: these will be listed on the General Education website so that they may be updated as needed; the current list of approved languages is that found in the College of Arts and Sciences *Bulletin*]. Note that all or part of this requirement may be fulfilled by performance on placement examinations. Students whose scores on the language placement exam place them in or beyond the second semester of language study may be eligible for special credit in some languages. Completion of high school foreign language courses will not be accepted as a basis for exemption. Students may fulfill the entire foreign language requirement by placing into the third-year level. International students whose native language is not English may fulfill the foreign language requirement through demonstrated proficiency in their native languages. [Note: a detailed explanation of the ways in which students may satisfy the requirement (with or without credit) by means of AP scores, etc. can be found in the College of Arts and Sciences *Bulletin* and could be added in a separate appendix on the GE website.]

**OR**

**B. World Culture Courses (6 credits)**

Students must successfully complete two World Culture courses from an approved list. These courses reflect the goals stated above by cultivating student knowledge of the similarities and differences among international cultures and societies; conveying to students a knowledge of other nations' cultural values, traditions, beliefs, and customs; increasing knowledge of the range of international cultural achievements and human conditions through time; increasing students' knowledge of nations and cultures not in isolation, but in relation to one another.

**OR**

**C. International Experience (6 credits)**

To satisfy the International Experience option, students must complete an approved study abroad program or approved study abroad internship of at least six credit hours (or a combination of programs totaling 6 credit hours). The language of instruction of these programs may be English or another world language, and the site of instruction may be any country except the United States. The following options are available, although certain prerequisites and conditions apply to some programs. In all cases, the programs will have been pre-approved for credit by the Overseas Study Advisory Council (#1-3 below) or the Office of International Admissions (#4 below):

- 1) IU-administered programs [listed on Overseas Study webpage and GE website]
- 2) IU co-sponsored programs [listed on Overseas Study webpage and GE website]
- 3) IU autonomous programs [listed on Overseas Study webpage and GE website- not all IU autonomous programs apply]
- 4) Non-IU programs that have been approved in advance by the Office of International Admissions via approval of the Credit Transfer Agreement Form.

**Shared Goals: Components Recommended within the Context of Each Degree**

Each degree program should be designed in such a way that students are provided opportunities to experience these additional aspects of an undergraduate education.

**A. *Intensive Writing***

Each degree program should articulate how undergraduate students fulfill this requirement within their degree program. Normally, the expectations for an intensive writing experience would be: taught by faculty in small sections or by individual arrangement; include a series of written assignments evaluated with close attention to organization and expression as well as to substance and argument; graded revision of assignments.

**B. *Information Fluency***

Information Fluency includes, but goes beyond, information technology skills, to introduce students to critical information resources that underlie the major field of study and introduce students to skills in utilizing information resources within that field. Students should be able to determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into one's knowledge base, use information effectively to accomplish a specific purpose, and understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

**C. *Diversity in the United States***

As approved by the Bloomington Faculty Council (Circular B39-1990), the faculty of each undergraduate degree-granting unit shall adopt a degree requirement appropriate to their curriculum that addresses issues of diversity in the United States. Adoption of a requirement that has a focus on the issues of diversity and cultural, racial, ethnic, class, age, ability, sexual orientation, religious, and gender discrimination within the context of the United States would be especially useful in achieving the objectives of enhanced understanding of diversity.

**D. *Enriching Educational Experiences***

Meaningful educational experiences, some of which may be outside the traditional classroom, can enhance the overall undergraduate academic experience. These experiences may or may not be linked to specific courses. Each academic program should set forth the accepted options for fulfilling this shared goal. IUB recognizes the value of different types of enriching educational activities, such as a service-learning course, internship, community service and community-based action research, fieldwork, capstone project, student teaching, independent research/creative activity program, approved study abroad experience, honors thesis, show, recital, performance, or advocacy in your major. Such experiences provide opportunities to apply discipline-specific skills and knowledge to community issues and to examine issues of service and social responsibility that relate to the chosen career field.

## The General Education Committee and Campus Charge

1. The Bloomington Faculty Council will establish a General Education Committee to facilitate the implementation and ongoing assessment of the General Education program.
2. The General Education Committee will have a voting membership consisting of the Associate Dean/Director for Undergraduate Education of each undergraduate School and the College together with other tenured/tenure-track faculty selected so that the voting membership as a whole has
  - a. proportional representation based on the number of tenured/tenure-track faculty in the Bloomington Schools that offer baccalaureate degrees, and
  - b. a majority consisting of tenured/tenure-track faculty who do not hold school-level administrative appointments,

and which committee has two co-chairs, one of whom is appointed by the Provost and the other of whom is appointed by the Bloomington Faculty Council Nominations Committee. Each school will recommend its members to the Provost. The Provost will formally appoint the committee membership. To conduct its work, the General Education Committee may add ex-officio, including student, non-voting members, as needed.

3. In order for any proposal to be approved by the committee, whether concerning course recommendations or broader matters, the proposal must receive the support both (i) of a majority of the voting members and (ii) of at least some voting members from at least four of the College and Schools. Only a majority vote of the committee is necessary to disapprove any such proposal.
4. The General Education Committee is charged with:
  - a. final preparation of the General Education proposal to be submitted to the Bloomington Faculty Council during the 2006-2007 academic year, including:
    - i. Final definitions of curricular components including learning objectives for each component,
    - ii. Approved course lists (including, but not limited to: evaluation of historical enrollment, grading, and instruction data, sample syllabi, frequency of course offering, etc.), and
    - iii. Unit impact evaluations (to be prepared by each school/college).
  - b. reviewing proposals for general education courses in an ongoing capacity.
  - c. developing assessment metrics for ongoing evaluation of the Common Ground and the Shared Goals.
  - d. conducting a baseline assessment of the campus's current experiences with the Common Ground and Shared Goals during the period 2007-2011.
  - e. reviewing unit reports on the implementation, ongoing experience, and effectiveness of the General Education Program within each degree program (Note: An initial collection of each report should be presented to the BFC by December 2008).

- f. monitoring budgetary implications, with the Vice Provost for Budgetary Administration and Planning, of the implementation and ongoing experiences with the General Education Program.
  - g. delivering annual updates (in October for the previous year) and five-year reports to the BFC on the status of the General Education Program.
5. The President, the Provost, and the College and School Deans of Indiana University Bloomington shall take steps to insure that the budgetary adjustments necessary to implement this General Education Program do not adversely impact the research mission of any unit and shall undertake to diminish the budgetary incentives for, and prevent the occurrence of, academic encroachment between academic units. The President and Provost will make the necessary resources available to support the work of the General Education Committee and the implementation of the General Education Program.

## **Framework for General Education in Baccalaureate Degree Programs at Indiana University East**

General Education is a set of knowledge and skills that are generally expected of every person who has earned a four-year degree. The General Education requirement is divided into two groups: A core, which is common to all students at Indiana University East, and a set of program-specific requirements. The program specific requirements may be met in a variety of ways, and may be tailored to individual programs, as long as they meet the associated objectives.

The list of courses by which a requirement is met is chosen by the faculty of the specific discipline. It is the responsibility of the faculty in this discipline to approve only those courses that clearly meet the course objectives and are college-level courses. Courses outside of a specific discipline may meet, if approved, General Education Core Requirements.

Students can use each course to satisfy only one General Education Core requirement. .

**General Education Core Requirements  
(39 credit hours)**

**General Education Core requirements apply equally for all baccalaureate degrees.**

<b>Category</b>	<b>Courses</b>	<b>Objectives</b>
<b>Composition and Communication (9 cr. hrs.)</b>  Effective communication is a foundational skill, as it is required to achieve the objectives of any college level course. For that reason, these courses should come early in the students' course of study.		<b>Key Campus Learning Objective</b>  CLO #3. Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails the successful sharing through a wide variety of techniques, including reading writing, speaking and technology.
College Level Composition (3 cr. hrs)	ENG W131 <sup>1</sup>	Communicate clearly, completely and accurately with diverse audiences.
Second College Level Composition (3 cr. hrs.)	ENG W132 ENG W231 ENG W270 Other courses, if approved by English faculty	Understand the use and adaptation of appropriate citation styles  Understand analysis of argument and demonstrate its use
College Level Speech Communication (3 cr. hrs.) (Excluding Composition)	SPCH S121 CMCL C223 Other courses, if approved by HFA faculty	

<sup>1</sup> Or equivalent, as specified by the Institutional Program Requirements, and by English Exemption policy.

Category	Courses	Objectives
<p><b>College Level Mathematics (3 cr. hrs.)</b></p> <p>Like communication, basic college level mathematics is a foundational skill and should come early in the students' course of study.</p>		<p><b>Key Campus Learning Objective</b></p> <p>CLO #4. Educated persons should be able to relate computational skills to all fields so that they are able to think with numbers. At a minimum, students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.</p>
<p>One College Level Mathematics or Statistics course (3 cr. hrs.)</p>	<p>MATH courses: Any Math M-course at the 100-level or higher, excluding Math M117<sup>2</sup> Sequence MATH T101-102-103; MATH K300 PSY K300; ECON E270; NURS H355<sup>3</sup> Other courses, if approved by math faculty</p>	<p>Interpret mathematical models such as formulas, graphs, tables, and schematics and draw inferences from them.</p> <p>Represent mathematical information symbolically, visually, numerically, and verbally.</p> <p>Use a variety of mathematical methods (algebraic, geometric and/or statistical methods) to solve problems.</p>

<sup>2</sup> Courses equivalent to Math M117 (Intermediate Algebra, or courses equivalent to Indiana Academic Standards for Algebra 2 or lower) cannot be used to satisfy this requirement. Students with appropriate ACT, SAT or AP scores may qualify for an exemption, as specified by the Math Exemption Policy.

<sup>3</sup> The courses MATH K300, PSY K300, ECON E270 are essentially equivalent. Credit is only given for one of these courses. Only one of these courses may be used to satisfy General Education Core requirements. The sequence Math T101-102-103 is considered the equivalent of 3 credit hours of Mathematics courses. The sequence can only be used to satisfy the Math requirement, or 3 credit hours of the Natural Science and Math distribution requirement, but not both.

Category	Courses	Objectives
<p><b>Distribution Requirements (27 cr. hrs.)</b></p> <p>Requiring courses from a range of disciplines across the campus divisional structure provides opportunities for students to experience many aspects of the academic world in doing so students will be able to develop informed opinions, comprehend and critically evaluate a wide range of ideas.</p>		<p><b>Key Campus Learning Objectives</b></p> <p>CLO #1. Educated persons should be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.</p> <p>CLO # 5. Educated persons should have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation and creativity.</p> <p>CLO #6. Educated persons should develop the skills to understand, accept and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems. (Primarily met through HFA and BSS distribution courses)</p> <p>CLO #7. Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices. (Primarily met through HFA and BSS distribution courses)</p>
<p>Natural Sciences and Mathematics (9 cr. hrs)</p> <p>Must include at least one course with laboratory</p> <p>Must include courses from at least two different disciplines.</p>	<p><b><u>Natural Sciences</u></b></p> <p>NSM-designated courses in Chemistry, Physics, Geology, Astronomy, Biology (Incl. BIOL, MICRO, ZOOL, ANAT, PHYSL, PLSC); Physical Geography (GEOG G107, G109) Other courses, if approved by science faculty</p>	<p><b><u>Natural Sciences</u></b></p> <p>Understand the role of empirical data in establishing scientific knowledge.</p> <p>Understand that, in addition to empirical evidence, science involves skepticism and rational arguments; that it is not opinion but is rather a reasoned consensus among informed experts which improves over time.</p> <p>Understand several paradigm examples of the fundamental conceptual models in at least two separate disciplines of the natural sciences (Biology, Chemistry, Physics, Geoscience) which underlie our current understanding of the physical world. Examples include (but are not limited to): conservation of energy, evolution, plate tectonics, oxidation, etc.</p>

<p>Must include at least 3 credit hours from Natural Sciences</p>	<p><b><u>Mathematics</u></b> Courses that would satisfy Math requirement above.<sup>4</sup></p>	<p><b><u>Mathematics</u></b> Same goals as under the Math requirement  (Cannot use the same course as the one used to satisfy math requirement)</p>
<p>Humanities and Fine Arts (9 cr. hrs.)  This may include at most one studio course.  Must include at least two different disciplines</p>	<p>HFA-designated courses with prefixes in: Art, History, Philosophy, Religion, English, Theatre, Music, Foreign Languages, Communication, Telecommunications. Other courses, if approved by HFA faculty</p>	<p>Understand the impact of historical perspectives on cultures and societies.  Understand the aesthetic principles employed in the arts and humanities.  Understand ethical considerations within cultures.</p>
<p>Behavioral and Social Sciences (9 cr. hrs.)  Must include at least two different disciplines</p>	<p>BSS-designated courses with prefixes SOC, PSY, ANTH, POLS, SPEA Social Geography (GEOG G110 and higher)  If chosen, one of the following courses will satisfy three hours of this requirement as well: ECON-E 103 or ECON-E 104.  Other courses, if approved by BSS faculty</p>	<p>Understand and explain ways in which the social sciences have contributed to our understanding of society in the contemporary or historical context.  Understand the role of the individual, human agency, social hierarchies and diverse populations.  Understand, evaluate and critically analyze data from social and behavioral sciences.</p>

<sup>4</sup> A student may “split” the credit from a 5-credit hour Math course so that 3 credits count towards the Math requirement, and 2 credits count towards the Distribution Requirement.

**Program-Specific General Education** Requirements may be met in a variety of ways: A program may prescribe specific courses within the General Education Core, or within their program major, which meet the objectives for the program-specific general education requirements. Each program is required to assess the learning outcomes for these requirements.

**Assessment:** Approved courses for each of the category below provide assessment for the benefit of any program that wishes to use these courses as a program requirement. Programs that choose a different route in embedding these requirements bear the burden of assessing the learning outcomes for the affected students.

<p><b>Embedded General Education Requirements</b>                  Each program is required to demonstrate knowledge, understanding and skills relating to people of different backgrounds and thinking critically about personal and cultural values. These competencies may be acquired either through designated courses or as components embedded within courses required of majors in that program. (No credit hours would be specifically assigned to these requirements because they would be components of a program’s major course of study.)</p>	<p><b>Key Campus Learning Objectives</b>                  CLO #3. Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails the successful sharing through a wide variety of techniques, including reading writing, speaking and technology. (Relates to technology aspect)                  CLO #6. Educated persons should develop the skills to understand, accept and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems.                  CLO #7. Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.</p>
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<b>Descriptions</b>	<b>Objectives</b>
<p>Skill and Knowledge of Information Retrieval Systems (Informatics)</p> <p>If chosen, the following courses will satisfy this requirement: CSCI A110, COLI S330/360, EDUC W200, CSCI 201 or higher; INFO I101 or higher</p>	<p>Use information technology responsibly.</p> <p>Demonstrate skills and fluency in common information technology concepts, terminologies, and applications (e.g., word processing, spreadsheets, databases, presentations, and web.)</p> <p>Use appropriate tools and technologies to identify, access, evaluate and use information effectively.</p> <p>Use information responsibly, in accordance with legal and ethical principles.</p>
<p>Multicultural Awareness and Understanding</p>	<p>Explain perspectives and contributions linked to a variety of cultural markers (e.g., race, gender, ethnicity, religion, sexual orientation, age, disability, etc.) both in western and non-western contexts.</p> <p>Identify differences and commonalities among cultures.</p> <p>Evaluate how the student's own cultural context influences the ways in which he or she perceives those who are different from himself or herself.</p> <p>Recognize the basis and impact of personal and systemic discrimination, prejudice and stereotypes</p>
<p>Ethical Reasoning</p>	<p>Explain and evaluate moral principles and ethical theories.</p> <p>With respect to a particular moral issue, evaluate alternative positions using appropriate principles or theories and articulate the ramifications and consequences both of alternative courses of action and of the acceptance of different moral principles and ethical theories.</p>

### **Program Major**

<b>Degree Program Major</b>	<b>Key Campus Learning Objective</b>
<p>Each student must achieve depth of knowledge in an academic area. Each program of study must provide specific courses and experiences to provide the necessary background for a student to achieve depth of knowledge in that discipline commensurate with that of an academic degree program.</p>	<p>CLO #2. Educated persons should have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.</p>

### Effective Date

The General Education Requirements become part of all Indiana University East degrees. Divisions are required to implement the General Education Requirements into their respective degree programs no later than the beginning of Fall 2007. Students who are enrolled in a degree program at the time this policy is passed are exempt from this policy.

### Assessment of General Education Requirements

Assessment of General Education is under the purview of the Campus Assessment Committee. Assessment of learning outcomes in General Education should be based on assessment of individual courses. The Campus Assessment Committee has the obligation to establish measurable outcomes associated with the goals for each General Education Requirement. It also has the authority to require assessment documentation from all courses that are used to meet General Education Requirements. Likewise, the Committee has the authority to request assessment documentation from programs who choose to implement the embedded General Education requirements without using specific courses.

### Addition of courses approved to meet General Education Core Requirements

Responsibility for providing course contents that meet the goals of the General Education Core courses rests with the faculty in disciplines (English, Math) and/or divisions (HFA, NSM and BSS). Courses from outside these divisions can be added to the list of courses that meet General Education Core requirements. The process for adding such a course follows this outline:

1. The division who wishes to offer the 'new' course submits a proposal explaining why this course's primary focus meets the goals for the General Education Core requirement.
2. The division/faculty members responsible for the content area examine the proposal. The request must be approved if the course's primary focus meets the goals of the General Education Requirement. If the request is denied, a rationale must be provided, along with conditions under which the course would qualify. The intent of this policy is to preserve the oversight of General Education Core courses, while permitting other divisions to contribute to General Education.
3. After approval by the division which has oversight over the General Education Requirement, the proposal is passed to the Curriculum Committee for review and comment. The Curriculum Committee will inform the Faculty Senate and the Assessment Committee of the change.

A course can be removed from the approved list if course assessment indicates that the course does not contribute substantially to the goals of the General Education requirement.

Passed Faculty Senate - Nov. 7, 2006

### **Institutional Program Requirement for Degree Programs at IU East**

In order to assist students in meeting the seven campus learning objectives adopted by the campus, IU East has established minimum standards and program requirements for all degrees awarded at IU East. Students should familiarize themselves with these degree requirements as soon as possible in order to choose appropriate courses. All degree programs at IU East have the following requirements. In addition students must meet requirements established by each degree program.

1. A grade of C (2.0) or above is necessary in all English composition course required for a degree. Students must take W131 or the equivalent within the first 25 credit hours for which they are enrolled. Students entering with high SAT, ACT or AP scores may qualify for an exemption.
2. Students must complete a second writing course with a C (2.0) or better within the first 50 credit hours for which they are enrolled. This course should prepare students for writing research papers and include at least one method of widely-accepted documentation and instruct students in library research skills. For a Baccalaureate Degree, all students must complete a culminating writing experience in their major.
3. A minimum cumulative GPA of 2.0 (C) is required for all courses taken toward a degree.
4. No course with a grade below 2.0 will be accepted in the field of concentration or in the General Education Core.
5. For an associate degree a minimum of 15 credit hours must be completed at IU East. For a bachelor degree a minimum of 30 hours at the 200-level or above must be completed at IU East.
6. For an associate degree at least 9 hours in the field of concentration must be completed at IU East. For a bachelor degree at least 15 hours in the field of concentration must be completed at IU East.
7. Courses that are used to meet General Education Core requirements may not be applied to meet requirements of the field of concentration. Courses specifically required for the degree may not be used to satisfy distributional requirements.
8. Requests to deviate from any of the above requirements must be approved by the student's advisor, the appropriate department or division faculty, and the Vice Chancellor of Academic Affairs. Written documentation of the final decision will be placed in the student's advising file. Forms for filing such requests are available in the registrar's office. Appeals of waiver decisions will be acted upon by the Admissions and Academic Affairs Committee whose decision will be final.

Passed by Senate April 3, 2001

Revised Faculty Senate November 7, 2006

## IUPUI General Education at IUPUI

### Preamble

Educating undergraduates to address the global complexities of the 21<sup>st</sup> century demands a coherent approach to general education that integrates a broad base of intellectual skills and ethical and cultural awareness with the knowledge students gain in the academic major. To meet that goal, in the 1990s IUPUI faculty engaged in nearly a decade of discussions about the form general education should take and selected a process approach, one based on skills and abilities to be developed in courses and out-of-class experiences throughout the student's college career. In 1998, the faculty approved six **Principles of Undergraduate Learning (PULs)**:

1. **Core Communication and Quantitative Skills** - the ability of students to (a) write, (b) read, (c) speak and listen, (d) perform quantitative analysis, and (e) use information resources and technology.
2. **Critical Thinking** - the ability of students to analyze carefully and logically information and ideas from multiple perspectives.
3. **Integration and Application of Knowledge** - the ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
4. **Intellectual Depth, Breadth, and Adaptiveness** - the ability of students to examine and organize discipline-specific ways of knowing and apply them to specific issues and problems.
5. **Understanding Society and Culture** - the ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally.
6. **Values and Ethics** - the ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics.

These Principles permeate courses throughout the undergraduate curriculum. As students progress from course to course and year to year in their academic programs, they have opportunities to improve and demonstrate their growing intellectual capacities in every one of the Principles. Consequently, the general education program for students at IUPUI is delivered, documented, and assessed throughout the courses that they take in the major, the minor, and electives.

### General Education Across the Campus

The Principles of Undergraduate Learning provide a process approach to general education that differs from the more traditional approach in two major ways:

- a) Rather than being completed within the first year or two of undergraduate study, the PULs permeate the undergraduate program from first year through to capstone, enabling students to increase their intellectual growth and achievement in each Principle;
- b) The PULs appear in one form or another in every course though the focus is not on all principles in every course. Each academic and professional program reports annually on how the PULs are taught, learned, documented, and assessed within the courses offered in that discipline. These reports are sent to the Division of Planning and Institutional Improvement and are available on the IUPUI website at <http://www.planning.iupui.edu>

While the Principles of Undergraduate Learning provide the common intellectual skills and ways of knowing across the campus, they are enacted in the curriculum differently in each academic school, according to its mission, its place in the Indiana University structure, and its accrediting body, if applicable. Even so, there is a common core of courses that, with only a few exceptions, all academic and professional units require of their students:

Area of knowledge, skill, or learning experience	Primary PULs addressed	Number of Courses	Credit hours (minimum)
First-year Experience (e.g., UC 110, S 100, SCI 120)	Introduce PULs 1, 2, 3, 4, 5 and 6	1 course	1-3 credit hours
Communication (in native and/or non-native language) College Writing (e.g. W131, W132) Oral Communication (e.g. R110) Foreign Languages and Cultures	Written communication (Principle 1); oral communication (Principle 1) understanding society and culture (Principle 5), values and ethics (Principle 6) and critical thinking (Principle 2)	3 courses	9 credit hours
College Mathematics/Quantitative Reasoning (e.g. Math M118)	Quantitative reasoning (Principle 1) and critical thinking (Principle 2)	1 course	3 credit hours
Arts and Humanities e.g. courses in music and religious studies (HER H-101, ENG L-105, HIST H-105)	Principles 1, 2, 3, 4, 5, 6	2 courses	6 credit hours
Social Sciences e.g. courses in anthropology and political science (ECON E-101, GEOG G-130, POLS Y-103)	Principles 1, 2, 3, 4, 5, 6	2 courses	6 credit hours
Science	Core communication	1 or 2 courses	5-7 credit hours

e.g. courses in physics, biology, psychology, typically with a lab component ( BIOL K-101, CHEM 105, PHYS 152)	and quantitative reasoning courses (Principle 1); critical thinking (Principle 2); integration and application of knowledge (Principle 3); intellectual depth, breadth, and adaptiveness (Principle 4)		
Capstone* (Capstone courses often include service learning or internship components.)	Principles 1, 2, 3, 4, 5, 6	Typically 1 course	3-6 credit hours
<b>Total</b>			<b>33 – 40 credit hours</b>

\*The capstone course brings together and applies to students' goals for the future what they have learned in their respective majors, integrated with the Principles of Undergraduate Learning. This course is intended to document intellectual achievement in all of the Principles in specific relation to students' majors.

### Implementing the Principles of Undergraduate Learning

Students are introduced to the Principles of Undergraduate Learning (PULs) during orientation, in print resources such as “The Navigator,” (an information-rich academic planner for first-year students at IUPUI) and the *IUPUI Bulletin*. They receive a more thorough introduction in their first-year learning experiences and in their Gateway Courses (first-year courses that are a common required component of almost all undergraduate programs).

To ensure that IUPUI students have opportunities to participate in engaging learning experiences that are aligned with expected learning outcomes, IUPUI faculty have developed the template that appears below for initiating and guiding assessment of learning in academic units. In 2000, three faculty fellows met with faculty and administrators from every school to determine how the Principles were being integrated in the courses in each academic program. Their findings are posted on an interactive matrix on the IUPUI institutional portfolio [http://www.iport.iupui.edu/teach/\\_matrix.asp](http://www.iport.iupui.edu/teach/_matrix.asp). The table below is also used for annual reports from each school about students’ intellectual progress with the Principles in relation to their academic or professional programs:

Specific Principle of Undergraduate Learning/ learning outcome	How will we know this Principle or learning outcome when we see it? That is, what will students know and be able to do upon graduation?	How will students learn these things (in or out of class)?	What evidence can we provide to demonstrate what students know and can do? That is, how can we assess student learning?	What are the assessment findings?	What improvements have been made based on assessment findings?

To summarize, through the combined efforts of faculty and administrative support staff, IUPUI students should experience each of the following:

1. Prior learning is assessed in mathematics and selectively in foreign languages, chemistry, and other disciplines upon matriculation and students are placed in courses appropriate to their levels of achievement.
2. Students are introduced to the Principles of Undergraduate Learning in their First-Year Experience courses and Themed Learning Communities. These courses use active learning pedagogies and proven best teaching and learning practices.
3. Students continue to develop their PUL-related knowledge and skills in coursework, particularly in Gateway courses—those 30 or so introductory courses that account for over 30% of all undergraduate credit hours. Many of these courses have been revised over the past several years to support increased student engagement and success.
4. Students’ PUL-related knowledge and skills are assessed in the courses in which these concepts are taught, with baccalaureate-level skills assessed in capstone courses or in association with other culminating experiences such as internships, undergraduate research studies, design projects, or professional licensure exams. Reflection and hands-on experiences related to students’ chosen fields characterize many of these experiences.

Initiatives to support the above student learning opportunities for the Principles include the following:

1. **The Student Electronic Portfolio:** The IUPUI student electronic portfolio (ePort) is being designed to provide evidence of both achievement and improvement in each of the Principles of Undergraduate Learning as they are learned within the context of the student's major. Authentic evidence of individual student learning, as well as aggregated information about learning at the course, department, program, and campus levels, will increasingly be available as the ePort moves from its pilot phases to full implementation over the next four to five years.
2. **Themed Learning Communities (TLCs):** The TLCs combine 2-4 first-year courses with a first-year learning experience around a particular theme, and thereby provide an excellent and integrated introduction to the PULs. The TLCs play an important complementary role to ePort in that they are an ideal site for students to integrate assignments in several courses for a particular Principle. Therefore they provide an excellent catalyst for student learning of the Principles in a context that is truly integrated within the disciplines.
3. **Integrative Department Grants:** These grants are designed to engage faculty at the department level in conversations about student learning. The goal is to integrate the PULs explicitly into discipline-specific learning outcomes, and to develop assignments that provide evidence of student learning in both the discipline and relevant PULs. Each department receiving a grant is provided funding for faculty to engage in significant conversations about student learning, and a team of specialists in instructional design, instructional technology, assessment, and information resources to support curricular transformation resulting from those discussions. Assignments integrating the Principles with learning outcomes of the major are loaded into ePort to document growth and achievement in student learning. The Department of Secondary Education and the Department of Computer and Information Technology were the recipients of the first round of grants. For 2006-2007, the Department of Biology, the Department of Visual Communication, and the Division of Education at IUPUI Columbus have been awarded grants. We anticipate that this move to implementation of ePort at the department level will intensify the effectiveness of ePort to document student learning not only in the major, but also of our Principles of Undergraduate Learning.

**Transferability:** For the past several months, the IUPUI Undergraduate Curriculum Committee has been working with the STAC Core Transfer Library to articulate a list of courses which, if taken at any Indiana University campus, will apply to general education requirements or electives at other Indiana University campuses. We have mapped the Principles of Undergraduate Learning to the learning outcomes of more than seventy courses on this list, and discussions are ongoing as the STAC Core Transfer Library is expanded and refined. While our approach to general education is unique, it is also sufficiently flexible to incorporate the intellectual skills and ways of knowing that are part of those courses on the STAC list that are taught and learned on other campuses.

**Conclusion:** The general education approach at IUPUI integrates enduring principles of learning with courses taken in the major in order to provide the kind of undergraduate education needed to enable our students to assume their roles in an increasingly complex global society. This approach also provides the kind of intellectual abilities and innovative thinking required by our state and our country if we are to remain competitive in this global society. Our work has been recognized in national competitions three times in the past year:

1. The Hesburgh Certificate of Excellence (for implementing our Principles of Undergraduate Learning)
2. The CHEA Award for Outstanding Success in Student Learning Outcomes
3. Our Principles of Undergraduate Learning are featured in the new AAC&U report on *College Learning for the New Global Century* as an example of their first Principle of Excellence: Aim High and Make Excellence Inclusive

## Indiana University Kokomo

(The current IU Kokomo General Education requirements are outlined in the Indiana University Kokomo Undergraduate Bulletin: [http://www.iuk.edu/bulletin/2006-2008/pdf/0608page20\\_25.pdf](http://www.iuk.edu/bulletin/2006-2008/pdf/0608page20_25.pdf))

### General Education Goals and Student Learning Outcomes

These goals and outcomes represent a synthesis of the faculty's review of information from various sources examining the history and role of general education at the undergraduate and baccalaureate level, including, but not limited to: [2005 Indiana University Faculty Council - Educational Policy Committee draft of "General Education Requirements for Baccalaureate Degrees at Indiana University"](#); [IUPUI Principles of Undergraduate Learning](#); 2005 Indiana University Kokomo Arts and Sciences General Education Core for the BA degree; Association of College and Research Libraries – "[Information Literacy Competency Standards for Higher Education](#)"; Mathematical Association of America – "[Quantitative Reasoning for College Graduates: A Complement to the Standards](#)"; and [Washington State University's model for critical thinking skills](#).

Based on these models, numerous other sources, and countless hours of discussion and deliberation, the Kokomo faculty approved **Indiana University Kokomo General Education Goals and Student Learning Outcomes** effective April 17, 2006.

In doing so the faculty affirmed that, consistent with the campus' new mission statement approved by the IU Board of Trustees, the general education experience of an undergraduate student at IU Kokomo should provide a sound foundation in written and verbal communication, qualitative and quantitative analysis and reasoning, and literacy in information resources; a solid breadth of knowledge, intellectual capabilities, and understanding; and opportunities for educational engagement with the local and global community.

In order to develop specific assessable learning outcomes and to assist each academic unit in developing programs of study, nine goals have been identified. Specific student learning outcomes are identified under each goal. In all cases, the level of skill is assumed to be above the Indiana High School Core 40 curriculum level as specified by the Indiana University Faculty Council. These goals and outcomes consist of the following:

**Goals****I. Communication Skills**

1. Students will read critically
2. Students will write effectively
3. Students will listen effectively
4. Students will speak effectively
5. Students will use technology appropriately to support communication

**II. Quantitative Literacy**

1. Students will draw inferences from mathematical models
2. Students will interpret empirical results
3. Students will represent mathematical information symbolically
4. Students will represent mathematical information graphically
5. Students will use algebraic methods to solve problems, using technology when appropriate
6. Students will use graphical methods to solve problems, using technology when appropriate
7. Students will demonstrate understanding of the use of fundamental statistical information

**III. Information Literacy**

1. Students will determine the nature and extent of information needed
2. Students will access the needed information effectively and efficiently
3. Students will evaluate information and its sources critically
4. Students will identify ethical, economic, legal, and social issues surrounding the access and use of information
5. Students will use information effectively to accomplish a specific purpose

**IV. Critical Thinking**

1. Students will recognize issues that have alternative interpretations
2. Students will compare the perspectives of others to their own
3. Students will assess the quality of supporting evidence
4. Students will assess the implications and consequences that result from proposed conclusions

**V. Cultural Diversity**

- I. Students will demonstrate knowledge about diverse cultures and societies
- II. Students will analyze cultural patterns in terms of ethnicity, class, gender, age, or religion
- III. Students will analyze the interconnectedness of global and local concerns

**VI. Ethics and Civic Engagement**

1. Students will identify the key elements and approaches to ethical situations and issues
2. Students will identify the benefits of making informed judgments with regard to individual and group conduct
3. Students will identify the benefits of civic engagement

**VII. Social and Behavioral Science**

1. Students will explain the methods of inquiry used by social or behavioral scientists
2. Students will explain how political or historical processes shape civilizations
3. Students will explain behavior using social or behavioral science concepts
4. Students will explain the factors that influence how different societies organize themselves

**VIII. Humanities and Arts**

1. Students will articulate how intellectual traditions have helped shape present cultures
2. Students will evaluate various literary, philosophical, historical, or religious works and approaches
3. Students will demonstrate aesthetic appreciation through the experience of fine or performing arts

**IX. Physical and Life Sciences**

1. Students will apply the methods natural scientists use to explore natural phenomena
2. Students will distinguish between scientific facts and other information
3. Students will demonstrate understanding of the basic scientific principles in the biological or physical sciences
4. Students will recognize the interaction of humans and the natural environment

## INDIANA UNIVERSITY NORTHWEST

(The current IU Northwest General Education requirements are outlined in the Indiana University Northwest Undergraduate Studies Bulletin:  
<http://www.indiana.edu/~bulletin/iun/undergrad/index.html>. The following information represents ongoing revisions and improvements to the existing program. )

### IU NORTHWEST GENERAL EDUCATION PRINCIPLES

**The following general education principles guide the achievement of excellence in undergraduate education at IUN. They describe university level capabilities, knowledge across disciplines, awareness of diversity and ethics that we believe every graduate of an IUN baccalaureate degree program should attain. These principles embrace learning experiences that prepare students for lifelong learning, ethical practices, successful careers, and effective citizenship.**

Principle	Definition
1. Foundations for Effective Learning and Communication	Fluency in reading, writing, and oral communication; mastery of the basic principles of logical, mathematical, and scientific reasoning; and literacy in information resources and learning technologies.
2. Breadth of Learning	Mastery of the core concepts, principles, and methods in arts and humanities, the social sciences, cultural and historical studies, and the mathematical, physical, and life sciences.
3. Critical Thinking, Integration, and Application of Knowledge	Logical analysis and synthesis of information and ideas from multiple perspectives; critical acquisition, integration, and application of knowledge in students' intellectual, personal, professional, and community lives.
4. Diversity	Valuing the diversity of human experience, as exemplified in race, ethnicity, social class, religion, gender, sexual orientation, age, and disabilities; understanding how these categories are often used to create injustice; recognizing our common human heritage and the interconnectedness of communities in the region, the nation, and the world.
5. Ethics and Citizenship	Knowledge of the principles of ethics and the principles, history, and experience of the structures of governance; the application of the principles of ethics and governance to the larger society, one's immediate community, and to individual conduct on campus and in society.

**IUNW GENERAL EDUCATION PRINCIPLE 1 FRAMEWORK  
ADOPTED 10/20/2006**

<b>Principle</b>	<b>Definition</b>
Foundations for Effective Learning and Communication	Fluency in reading, writing, and oral communication; mastery of the basic principles of logical, mathematical, and scientific reasoning; and literacy in information resources and learning technologies.

Table 1 shows a framework for a dual approach to foundational skills: **1)** a foundational course and **2)** advanced coursework throughout the remaining college career. We expect that **resources** will be made available to ensure that we can offer **high quality** and an **adequate number of sections** of foundation and advanced courses.

**Table 1. Proposed Framework for required foundation courses and advanced coursework**

<b>Principle 1 domain</b>	<b>Foundation course</b>	<b>Advanced coursework (level 200 and above, in major whenever possible)</b>
<b>1.</b> Reading/writing	W131 Elementary Composition I	At least <b>two</b> Intensive Writing courses
<b>2.</b> Oral Communication	S121 Public Speaking	At least <b>one</b> Advanced Oral Communication course
<b>3.</b> Logical Reasoning	W131 Elementary Composition I , S121 Public Speaking, Natural Science Course with Lab, <b>and</b> Foundation Math Course	Advanced requirements in logical reasoning will be satisfied through completion of advanced course in domains 1,2,4 and 5
<b>4.</b> Mathematical Reasoning	<b>One</b> course among the following: M100 Basic Mathematics, T101 Mathematics for Elementary Teachers, M118 Finite Mathematics, M119, M125, M215 etc.	At least <b>one</b> Advanced Mathematical Reasoning course (e.g. K200, E270, K300, M216 and higher math courses, etc.)
<b>5.</b> Scientific Reasoning	Natural science course with lab	At least <b>one</b> Advanced Scientific Reasoning course (both <b>natural</b> and <b>social</b> sciences)
<b>6.</b> Information Resource Literacy	W131 Elementary Composition I S121 Public Speaking, <b>and</b> Natural Science Course with Lab	At least <b>one</b> Advanced Information Resource courses
<b>7.</b> Learning Technologies Literacy	W131 Elementary Composition I , S121 Public Speaking, <b>and</b> Natural Science Course with Lab	At least <b>one</b> Advanced Learning Technologies

**IUN OUTCOMES FOR PRINCIPLE 1  
GENERAL EDUCATION - 10/13/2006**

<b>Domain</b>	<b>Outcomes</b> IUN graduate will:	Products/Artifacts	Foundation courses	Advanced Courses ( in major whenever possible) tentative list
1. Reading and writing	a) Identify the writer's central purpose, ideas, goals. b) Discriminate between statements of fact and opinion. c) Discriminate between emotional and logical arguments. d) Analyze information and arguments in order to draw conclusions. e) Analyze critically coherence, structure, voice, and style in a written text. f) Employ strategies of questioning and paraphrasing in response to a written text. g) Write an introduction and conclusion that relates to content h) Present ideas in a logical and organized sequence. i) Provide clearly written, well described, statistical and/or textual evidence j) Incorporate relevant evidence that logically supports the thesis k) Use language and style appropriate for audience addressed in writing l) Adhere to appropriate documentation style in writing m) Produce written text free of surface errors (grammar, spelling, and punctuation)	<p>To qualify for IW credit, a course must require that <b>students write at least 5,000 words, not counting revisions (and excluding essay examinations and informal writing</b>, e.g., journals or brief response statements). Students should receive periodic evaluations of their writing, and <b>they should be required to redraft one or more papers</b> in light of the instructor's critique.</p> <p>Ordinarily, students will write a series of papers over the course of a semester. A single long paper (such as, for example, an honors thesis) may be acceptable, however, only if it is drafted in sections that are reviewed during the semester and if the entire paper is revised at least once before the course ends.</p> <p>The instructor is expected to provide feedback to students on aspects of the actual writing presentation, organization, style, etc., as well as on the substance of the papers.</p>	W131 Elementary Composition I	<p><b>RADIOLOGICAL SCIENCES</b> R409 Senior Project in Medical Imaging Technology/ J409 Senior Project in Radiation Oncology</p> <p><b>NURSING</b> Consider S484 Research Utilization /H365 Nursing Research</p> <p>Add discussion of limiting section numbers to 30 and fiscal impact on need for additional sections.</p> <p><b>EDUCATION</b> F200, P250, K205, K343</p> <p><b>BUSINESS</b> W231: Professional Writing J403: Capstone Course</p>

Domain	Outcomes	Products/Artifacts	Foundation courses	Advanced Courses ( in major whenever possible)
2. Oral communication	<p>IUN graduate will:</p> <p>a) Choose, adapt, and restrict the focus of a topic to clarify it according to its purpose and goals.</p> <p>b) Formulate a central idea statement appropriate for the purpose and goals of the speech or text.</p> <p>c) Cite a variety of credible sources, when appropriate, in the speech or text to support one’s contentions with relevant and adequate evidence</p> <p>d) Adapt and structure messages and their delivery or presentation to the audience, situation, purpose, and occasion.</p> <p>e) Use principles designed to influence attitudes, beliefs, and actions.</p> <p>f) Explain what constitutes plagiarism and use the work of others appropriately</p> <p>g) Make effective use of peer critique and other feedback in revision and/or future work.</p> <p>h) Follow standard practices in sentence structure, usage, vocabulary, and word choice.</p> <p>1c, 1h</p>	<p>To qualify for advanced oral communication credit a course must require that a student will conduct or participate in a <b>minimum of two</b> oral communication assignments. Each student will receive explicit training in oral communication concerns relevant to the assignment or activity, and specific feedback from the instructor. A variety of assignments can be designed to satisfy the AOC requirement.</p> <ul style="list-style-type: none"> <li>• Individual creative/aesthetic performances (e.g., storytelling, performance of literature, interpretations and readings)</li> <li>• Group presentations.</li> <li>• Individual presentations/Speeches — formal</li> <li>• Panel discussions.</li> <li>• Press conferences.</li> <li>• Debates (individual and team).</li> </ul>	S121 Public Speaking	<p><b>RADIOLOGICAL SCIENCES</b> R408 Topics in Radiological Sciences / J402 Radiation Oncology Techniques II</p> <p><b>NURSING</b> B231 Communication for Health Professionals</p> <p><b>EDUCATION</b> M301, M304,</p> <p><b>BUSINESS</b> S223: Business and Professional Speaking S440: Organizational Communication</p>

<b>Domain</b>	<b>Outcomes</b> IUN graduate will:	Products/Artifacts	Foundation courses	Advanced Courses ( in major whenever possible)
3. Logical reasoning	a) Distinguish arguments from illustration, explanations, unsupported assertions, and conditionals. b) Distinguish between deductive and inductive arguments c) Determine whether an argument is valid or invalid, sound or unsound. 1c, 1h, 4c, 5a, 5b	Listed under domains 1, 2, 4, and 5	W131, S121, Science course with lab, math foundation course.	Listed under domains 1, 2, 4, and 5
4. Mathematical reasoning	a) Use mathematical models such as formulas, graphs, tables to draw inferences. b) Represent mathematical information symbolically, visually, numerically, and verbally. c) Use arithmetic, algebraic, geometric, logical, and/or statistical methods to model and solve real world problems.	To qualify for MR credit, a course must require that students produce <b>at least two</b> different papers /exams/ presentations which: <b>a)</b> Include interpretation of mathematical models such as formulas, graphs, and/or tables <b>b)</b> Use arithmetical, algebraic, geometric, logical and/or statistical methods to model and solve real-world problems  The instructor is expected to provide feedback to students on the mathematical reasoning aspects of the course assignments.	M100 Basic Mathematics,  T101 Mathematics for Elementary Teachers, or  M118 Finite Mathematics  (M119, M215 etc.)	<b>RADIOLOGICAL SCIENCES</b>  R250 Physics Applied to Radiology/ J401 Physics of Radiation Oncology II/ R493 Ultrasound Physics  <b>NURSING</b> K300 Statistics  <b>EDUCATION</b> <b>K200</b> Statistics  <b>BUSINESS</b> E270: Statistics P301: Operations Management

Domain	Outcomes	Products/Artifacts	Foundation courses	Advanced Courses ( in major whenever possible)
5. Scientific reasoning	<p>IUN graduate will:</p> <p>a) Recognize and understand how scientific theories are formulated, tested, and validated.</p> <p>b) Approach problems using scientific methods, which include:</p> <p>defining parameters of problem,</p> <p>seeking relevant information,</p> <p>subjecting proposed solutions to rigorous testing, and</p> <p>drawing conclusions based on the process.</p>	<p>To qualify for ISR credit, the course must require students to complete the following tasks:</p> <p>a) describe a problem or question that can be addressed through the methods of science</p> <p>b) describe what is known about the problem or question</p> <p>c) suggest a hypothesis that could be tested scientifically</p> <p>d) propose a method and procedures for testing the hypothesis</p> <p>e) evaluate the arguments and evidence for at least 2 current scientific claims being broadly debated in the popular media during the semester the student is enrolled</p> <p>Students should receive written evaluations of their work, and <b>they should be required to redraft one or more of the tasks</b> in light of the instructor's critique. The instructor is expected to provide feedback on aspects of the scientific reasoning.</p>	Foundation natural science course with lab	<p><b>RADIOLOGICAL SCIENCES</b> R409 Senior Project in Medical Imaging Technology/ J409 Senior Project in Radiation Oncology with the possible exception of item e for both</p> <p><b>NURSING</b> P261, P262, and M200 are required and all contain a lab component.</p> <p>H365 Nursing Research also a possibility</p> <p><b>EDUCATION</b> E 328, M437</p> <p><b>BUSINESS</b> E270: Statistics</p>

<b>Domain</b>	<b>Outcomes</b> IUN graduate will:	Products/Artifacts	Foundation courses	Advanced Courses ( in major whenever possible)
6.Information literacy	<p>a) Determine and define the nature and extent of the information and information sources needed</p> <p>b) Access the information efficiently from a diverse set of information sources</p> <p>c) Evaluate the information sources critically and incorporate selected information into knowledge and value systems.</p> <p>d) Utilize information sources ethically and effectively document and communicate acquired information to accomplish a specific purpose.</p>	<p>To qualify for advanced information literacy credit, a course must require that students create at <b>least two different research papers or projects</b> based on scholarly content and including a relevant bibliography. A hands-on lab experience and/or electronic library resources specific to the discipline will be built into the course and its assessment. The instructor is expected to provide feedback to students on the information resource aspects of the course assignments.</p>	W131, S121, Science course with lab	<p><b>RADIOLOGICAL SCIENCES</b> R409 Senior Project in Medical Imaging Technology/ J409 Senior Project in Radiation Oncology</p> <p><b>NURSING</b> S484 Research Utilization/ B231 Communication for the Health Professional/B232 Intro to the Discipline of Nursing</p> <p><b>EDUCATION</b> K323, F200</p> <p><b>BUSINESS</b> W231: Professional Writing J403: Capstone course</p>

<b>Domain</b>	<b>Outcomes</b> IUN graduate will:	Products/Artifacts	Foundation courses	Advanced Courses ( in major whenever possible)
7. Learning technologies	<p>a) Use appropriate technologies as a tool to solve real-world problems and to accomplish given tasks.</p> <p>b) Demonstrate the ability to use and learn new technologies.</p> <p>c) Use computer and other technologies effectively and appropriately to communicate information in a variety of formats.</p> <p>d) Use appropriate technology resources to identify and evaluate information.</p>	<p>To qualify for LT credit, a course must require that students create and receive instructor’s feedback on <b>at least two</b> different learning technology artifacts from the following list:</p> <p>a) A multi-page word processing document that includes multiple formatting features to show a range in skills</p> <p>b) A spreadsheet/data processing file that includes the use of multiple formulas and/or graphical representations of data</p> <p>c) An electronic presentation file that includes multiple formatting features to show a range in skills</p> <p>d) Weekly electronic communication through online discussions, chats, and other emerging web technologies that promote collaboration and interaction</p> <p>e) A published website that includes multiple pages and a systematic-approach to organization of material</p> <p>f) Any discipline-specific learning technology artifact deemed appropriate by the department</p>	W131, S121, Science course with lab	<p><b>RADIOLOGICAL SCIENCES</b> J303 Clinical Oncology I/ R408 Topics in Radiological Sciences</p> <p><b>NURSING</b> S484 Research Utilization/B230 Growth and Development/B233 Health and Wellness/H351 Alteration In Neuro-Psychological Health</p> <p><b>EDUCATION</b> W200, M464</p> <p><b>BUSINESS</b> A285: Advanced Microcomputer Applications K221: Introduction to Information Systems for Business</p>

## **IU SOUTHBEND CAMPUSWIDE GENERAL EDUCATION REQUIREMENTS**

Refer to **page 32** for a description of the campuswide general education requirements that apply to all undergraduate associate and bachelor's degree programs for students matriculating in the fall of 2005 and subsequent semesters. Consult with your academic advisor to clarify how the general education requirements fit into the degree requirements in your area of study.

### **GENERAL EDUCATION**

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### **CAMPUSWIDE GENERAL EDUCATION REQUIREMENTS**

In March of 2003, the IU South Bend Academic Senate approved a general education plan for the campus. All students matriculating in the fall of 2005 and subsequent semesters will be subject to the campuswide general education requirements. Individual schools and colleges may establish additional general education requirements for undergraduate degrees.

### **THE PURPOSE OF GENERAL EDUCATION AT IU SOUTH BEND**

The purpose of general education at IU South Bend is to prepare students to be successful in their chosen professions and to become valued citizens and leaders within their communities, individually enriched by their studies, and stimulated by the spirit of discovery. The general education curriculum fosters a learning environment that serves the academic, civic, cultural, and career needs of an educated citizen within the global community.

The general education curriculum at IU South Bend complements the depth and focus of our major programs and ensures that graduates will have the breadth of experience that enables them to think critically, communicate clearly, act professionally and ethically, and appreciate wisdom and beauty. It provides students with knowledge of the basic tenets of a variety of academic disciplines and the skills to function effectively in positions of responsibility and leadership. It instills in students an appreciation of the interconnectedness of disciplines, an appreciation of the diversity of human cultures and experiences, self-awareness conducive to personal growth, and a love of learning.

### **THE GOALS OF GENERAL EDUCATION**

Students who complete the general education curriculum at IU South Bend should:

- Be able to retrieve, evaluate, and use information effectively;
- Be able to write clearly and correctly, and analyze written texts from a variety of disciplines;
- Be capable of understanding, constructing, and analyzing quantitative arguments;
- Be capable of understanding, constructing, and analyzing arguments presented in verbal and visual form;
- Understand and appreciate the variety of cultures and experiences that have contributed to American society;
- Gain familiarity with a Non-Western culture;
- Understand the power and purpose of a scientific view of the natural world;
- Appreciate artistic achievement and develop aesthetic sensibilities;
- Be familiar with the philosophical, literary, and political traditions of Western culture;
- Understand factors that shape the behavior of human beings as individuals and as groups;
- Appreciate the importance of ethical behavior and understand the ethical issues associated with a variety of academic disciplines, and
- Value personal growth and learning.

### **THE GENERAL EDUCATION CURRICULUM**

The campuswide general education curriculum is composed of three elements and requires a total of between 33 and 39 credit hours of course work.

- I. Fundamental Literacies courses (13–19 cr.)
- II. Common Core courses (12 cr.)
- III. Contemporary Social Values courses (8 cr.)

### **THE CAMPUS THEME COMPONENT**

In addition, the general education program includes an “extended learning” component, the Campus Theme program, which connects course work and extracurricular learning by means of an annual thematic focus that is applied to course development and campus events planning. The Campus Theme program guides instructors in the formulation of assignments and supports instruction by means of a coordinated program of lectures, exhibits, performances, and other events and activities co-sponsored by various campus schools, departments, and organizations. The purpose of the Campus Theme program is to extend the liberal arts education of all IUSB students beyond the classroom experience by demonstrating connections between course work and other forms of intellectual, aesthetic, political, and social activity.

## SUMMARY OF GENERAL EDUCATION REQUIREMENTS

All courses certified as meeting the campuswide general education requirements for the areas listed below will be designated appropriately in the *Schedule of Classes*. The list of approved courses in each category is subject to change. Updated lists may be viewed on the General Education Web page. Students should consult degree requirements to determine whether completion of a specific course in any category is preferred or required by a department or program. (*All courses are 3 cr. hours unless otherwise designated.*)

### I. Fundamental Literacies (13-19 cr.)

The development of certain fundamental skills is necessary for success in academic pursuits and also for success and fulfillment in life beyond the university. The Fundamental Literacies courses provide introductory training in essential academic skills that students are expected to develop more fully through repeated practice in a wide variety of courses throughout their academic careers.

Students must complete one course from each of the following seven areas as designated in the *Schedule of Classes*.

#### A. Writing

The campuswide general education curriculum requires students to demonstrate competence in written composition skills, including development of the ability to analyze written texts from a variety of disciplines and to construct clear and convincing written arguments.

ENG-W 131 Elementary Composition (with a grade of C or higher)

#### B. Critical Thinking

The campuswide general education curriculum requires students to demonstrate competence in reasoning skills, including the ability to analyze, construct, and develop cogent arguments, and to articulate reasoned judgments.

ENG-W 270 Argumentative Writing  
 PHIL-P 105 Thinking and Reasoning  
 PHIL-P 110 Introduction to Philosophy  
 PHIL-P 150 Elementary Logic  
 SPCH-S 228 Argumentation and Advocacy

#### C. Oral Communication

The campuswide general education curriculum requires students to develop skill both in formal oral presentations and in the ability to recognize conventions of oral communication and the ways in which oral communication can be enhanced and expanded by nonverbal means.

SPCH-S 121 Public Speaking

**D. Visual Literacy**

The campuswide general education curriculum requires students to demonstrate familiarity with the techniques, history, and interpretation of the conventions of visual culture in general and as they apply to a particular discipline or tradition; and it requires students to practice, in an introductory way, the application of visual communication methods and techniques.

FINA-A 109 Ways of Seeing

JOUR-J 210 Visual Communication

EDUC-W 200 Microcomputing for Education: An Introduction

**E. Quantitative Reasoning**

The campuswide general education curriculum requires students to demonstrate competence in mathematical reasoning, either by performance on the mathematics placement examination that places a student at Level 6 or higher or by successful completion of an approved course.

MATH-M 111 Mathematics in the World

MATH-M 115 Pre-Calculus and Trigonometry (5 cr)

MATH-M 118 Finite Mathematics

MATH-M 119 Brief Survey of Calculus I

MATH-M 125 Pre-Calculus Mathematics

and MATH-M 126 Trigonometric Functions (2 cr)

MATH-M 208 Technical Calculus I

MATH-M 209 Technical Calculus II

MATH-M 215 Analytic Geometry and Calculus I (5 cr)

MATH-M 216 Analytic Geometry and Calculus II (5 cr)

SOC-S 351 Social Statistics

**F. Information Literacy**

The campuswide general education curriculum requires students to demonstrate competence in modern information gathering and evaluation.

COAS-Q110 Introduction to Information Literacy (1 cr.)

**G. Computer Literacy**

The campuswide general education curriculum requires students to demonstrate competence in the use of computers for a variety of purposes, either through satisfactory performance on a proficiency examination or by the successful completion of a course that provides instruction in these skills.

BUS-K 201 The Computer in Business

CSCI-A 106 Introduction to Computing

CSCI-A 107 Programming within Applications (4 cr.)

CSCI-A 201 Introduction to Programming (4 cr.)

CSCI-C 101 Computer Programming I (4 cr.)

CSCI-C 201 Computer Programming II (4 cr.)

INFO-I 101 Introduction to Informatics (4 cr.)

INFO-I 210 Information Infrastructure I (4 cr.)

INFO-I 211 Information Infrastructure II (4 cr.)

## II. Common Core Courses (12 cr.)

The Common Core courses are designed to give greater coherence to the general education experience at IU South Bend by demonstrating the productive relationships among disciplines and by emphasizing the value of the Fundamental Literacies from Part I of the general education curriculum. The four courses, each of which is offered in several disciplines under specific departmental codes, introduce students to many of the essential intellectual themes of the four broad (and not mutually exclusive) groupings of disciplines.

Students must complete one course from each of the following four areas as designated in the *Schedule of Classes*, and at least one of the areas must be completed at the 300-level.

Please note that 300-level Common Core courses may have as prerequisite the completion of one or more of the Fundamental Literacies requirements, and in some cases other prerequisites may also apply.

### A. *The Natural World*

This core course introduces students to the methods and logic of science and helps students understand the importance of science to the development of civilization and to the contemporary world. It serves to provide a context within which to evaluate the important scientific and technological issues we face in modern society. Although all sections of *The Natural World* bear the same title, the content and specific focus of the course will vary; each section will have a specific subtitle that indicates its particular content and focus. Courses at the 100-level bear the designation N 190 (for instance, BIOL-N 190 *The Natural World*), and courses at the 300-level appear in the *Schedule of Classes* as N 390 offerings in the specific disciplines.

### B. *Human Behavior and Social Institutions*

This course introduces students to the distinctive perspectives the social sciences employ in building an understanding of our world. The course also focuses on the individual in relation to and as a product of that social world. It requires students to develop an appreciation of the processes of social interaction and emphasizes the analytic frameworks and techniques social scientists use to explain the causes and patterns of individual and institutional behavior. Although all sections of *Human Behavior and Social Institutions* bear the same title, the content and specific focus of the course will vary; each section will have a specific subtitle that indicates its particular content and focus. Courses at the 100-level bear the designation B 190 (for instance, SOC-B 190 *Human Behavior and Social Institutions*), and courses at the 300-level appear in the *Schedule of Classes* as B 399 offerings in the specific disciplines.

### C. *Literary and Intellectual Traditions*

The various versions of this course focus on a topic that can be addressed from more than one disciplinary perspective, and explore ways in which the principal disciplinary approach can be augmented and enriched by readings from other disciplines. Although all sections of *Literary and Intellectual Traditions* bear the same title, the content and specific focus of the course will vary; each section will have a specific subtitle that indicates its particular content and focus. Courses at the 100-level bear the designation T 190 (for instance, HIST-T 190 *Literary and Intellectual Traditions*), and courses at the 300-level appear in the *Schedule of Classes* as T 390 offerings in the specific disciplines.

**D. Art, Aesthetics, and Creativity**

This course explores the human need to experience and comprehend the creative process. It encourages students to experience culture and cultural artifacts as makers, performers, and audiences. Students will gain familiarity with both the discipline and craft by which artists and performers achieve their characteristic effects, as well as the satisfactions inherent in that process. Versions of this course explore the role of art, music, theatre and other artistic modes in the formation and expression of a particular culture and encourage respect for diverse cultures and the artifacts they produce. Although all sections of Art, Aesthetics, and Creativity bear the same title, the content and specific focus of the course will vary; each section will have a specific subtitle that indicates its particular content and focus. Courses at the 100-level bear the designation A 190 (for instance, FINA-A 190 Art, Aesthetics, and Creativity), and courses at the 300-level appear in the *Schedule of Classes* as A 399 offerings in the specific disciplines.

**III. Contemporary Social Values (8 cr.)**

Students must complete one course from each of the following three areas as designated in the *Schedule of Classes*.

**A. Non-Western Cultures**

The campuswide curriculum in general education requires students to demonstrate familiarity with the culture, society, and values of a Non-Western people, or explore knowledge and traditions grounded in Non-Western cultural paradigms.

ANTH-E 105 Culture and Society  
 ANTH-E 250 Anthropology in the Modern World  
 ANTH-E 365 Women and Power  
 ANTH-E 300 Peoples and Cultures of Latin America  
 ANTH-E 310 Introduction to the Cultures of Africa  
 ANTH-E 320 Indians of North America  
 ANTH-E 323 Indians of Indiana  
 ANTH-A 385 Topics in Anthropology  
 ANTH-E 391 Women in Developing Countries  
 ANTH-E 397 Peoples and Cultures of the Middle East  
 ANTH-E 402 Gender in Cross-Cultural Perspective

FINA-A 300 Topics in Art History  
 VT: Intro to Non-Western Art

HIST-G 300 Issues in Asian History  
 HIST-G 369 Modern Japan  
 HIST-H 207 Modern East Asian Civilization  
 HIST-H 237 Traditional East Asian Civilization

PHIL-P 374 Early Chinese Philosophy  
 PHIL-P 283 Non Western Philosophy  
 PHIL-P 383 Topics in Philosophy: Non Western Philosophy

POLS-Y 107 Intro to Comparative Politics: Comp Politics through Film  
POLS-Y 109 Intro to International Relations

REL-R 153 Religions of the East

SOC-S 362 World Societies and Cultures: Mexico  
SOC-S 410 Topics in Social Organization  
    VT: Gender and Work in the Global Economy  
    VT: Deep Mexico: Its Influence Past & Present

WOST-W 301 Global Perspectives on Women  
WOST-E 391 Women in Developing Countries  
WOST-W 400 Topics in Women's Studies  
    VT: Gender and Work in Global Economy

***B. Diversity in United States Society***

The campuswide curriculum in general education requires students to develop an understanding of how factors such as race/ethnicity, class, gender, religion, and sexual orientation shape individual lives, how they are embedded in and have shaped our social institutions, and how they produce markedly different outcomes and opportunities for individuals and groups in the United States.

AFRO-A 150 Survey of the Culture of Black Americans

ANTH-A 385 Topics in Anthropology  
    VT: Asian Immigrant Communities in the US  
ANTH-A 460 Topics in Anthropology  
    VT: Archaeology of Ethnicity in America

CMLT-C 253 Third World and Black American Films

ENG-L 370 Recent Black American Writing  
ENG-L 379 American Ethnic and Minority Literature

HIST-H 260 The History of Women in the U.S.  
HIST-A 355 Afro-American History to the 1890s  
HIST-A 356 Afro-American History, 1890s to the Present

POLS-Y 329 Racial and Ethnic Politics in the United States

PSY-P 391 Psychology of Gender, Race, and Ethnicity

REL-R 160 Religion in American Culture

SOC-S 161 Principles of Sociology  
SOC-S 163 Social Problems  
SOC-S 316 The Family

SOC-S 317 Inequality  
 SOC-S 335 Race and Ethnic Relations  
 SOC-S 338 Sociology of Gender Roles  
 SOC-S 360 Topics in Social Policy  
 SOC-S 410 Topics in Social Organization  
     VT: Inequalities  
 SOC-S 410 Topics in Social Organization  
     VT: Gender and Work in the Global Economy

WOST-H 260 The History of Women in the U.S.  
 WOST-S 338 Sociology of Gender Roles  
 WOST-P 391 Psychology of Gender, Race, and Ethnicity  
 WOST-W 400 Topics in Women's Studies  
     VT: Gender and Work in the Global Economy

**C. *Health and Wellness (2 cr.)***

The campuswide curriculum in general education requires students to demonstrate familiarity with concepts and principles of physical fitness, holistic health, or healthful living and the prevention of disease. Courses in Health and Wellness that fulfill the campuswide requirement include an explicit instructional component focused on such knowledge. Students may also fulfill the requirement by completing one credit hour in a physical education or recreation course within the Health, Physical Education, and Recreation program in combination with a one credit hour course focused on fundamental principles of health and wellness.

HPER-N 220 Nutrition for Health

NURS-B 233 Health and Wellness

SPEA-H 120 Contemporary Health Issues

THTR-D 110 Social Dance (2 cr.)  
 THTR-D 115 Modern Dance I (2 cr.)  
 THTR-D 120 Ballet I (2 cr.)  
 THTR-D 130 Flamenco I (2 cr.)  
 THTR-D 140 Jazz Dance I (2 cr.)  
 THTR-D 150 Middle Eastern Dance I (2 cr.)  
 THTR-D 215 Modern Dance II (2 cr.)  
 THTR-D 220 Ballet II (2 cr.)  
 THTR-D 230 Flamenco Dance II (2 cr.)  
 THTR-D 240 Jazz Dance II (2 cr.)  
 THTR-D 250 Middle Eastern Dance II (2 cr.)

## IU Southeast General Education

### Purpose, Philosophy and Goals

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The purpose of an IU Southeast undergraduate education is to prepare students to act as thoughtful, informed and productive citizens and lifelong learners in the context of a complex and rapidly changing society.

We believe that the best education is one that provides not only specific knowledge and skills but also intellectual breadth. Such an education enables students to develop into well rounded human beings who can provide the leadership their communities need in an era of rapid change.

We embrace the notion of a set of common goals for an undergraduate education at IU Southeast and recognize that the means of attaining those goals will vary among degree programs. The coherence of an IU Southeast education lies more in the pursuit of common goals than in the completion of common courses.

The pursuit of these goals is a shared responsibility of faculty and students. Courses in the major contribute to general education and those in general education contribute to the major. Thus all faculty members foster both the breadth and the depth of the education of all students in their courses.

### Common Goals of an IU Southeast Undergraduate Education

These are primarily the goals of general education:

1. To develop essential skills, including:
  - a. [Written communication skills.](#)
  - b. [Oral communication skills.](#)
  - c. [Quantitative reasoning.](#)
  - d. [Information technology fluency.](#)
  - e. [Information literacy.](#)
  - f. [Reasoning about ethical questions.](#)
  - g. [Critical thinking.](#)
2. To understand the [Diversity](#) of experiences and perspectives within and among cultures.
3. To understand humanity and the world through the Central Ideas, Issues and Methods of Inquiry found in the [Arts and Humanities](#), the [Natural and Physical Sciences](#), and the [Social and Behavioral Sciences](#).

These are primarily the goals of the major:

4. To acquire a depth of knowledge in a specified area of study.
5. Within the context of a specified area of study, to reason, to think both critically and creatively, and to solve problems.

## General Education Student Learning Outcomes

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[WRITTEN COMMUNICATION.](#)

[ORAL COMMUNICATION.](#)

[QUANTITATIVE REASONING.](#)

[INFORMATION TECHNOLOGY FLUENCY.](#)

[INFORMATION LITERACY.](#)

[REASONING ABOUT ETHICAL QUESTIONS.](#)

[CRITICAL THINKING.](#)

[DIVERSITY.](#)

[CENTRAL IDEAS, ISSUES AND METHODS OF INQUIRY.](#)

### I. [WRITTEN COMMUNICATION](#)

As a writer...

- A. Choose, adapt, and restrict the focus of a topic to clarify it according to its purpose and goals.
- B. Formulate a central idea statement appropriate for the purpose and goals of the speech or text.
- C. Cite a variety of credible sources, when appropriate, in the speech or text to support one's contentions with relevant and adequate evidence.
- D. Adapt and structure messages and their delivery or presentation to the audience, situation, purpose, and occasion.
- E. Use principles designed to influence attitudes, beliefs, and actions.
- F. Explain what constitutes plagiarism and use the work of others appropriately.
- G. Make effective use of peer critique and other feedback in revision and/or future work.
- H. Follow standard practices in sentence structure, usage, vocabulary, and word choice.
- I. Identify features of texts that distinguish genres and use them appropriately in written products.
- J. Demonstrate an understanding of the rationale for multiple documentation formats and use them appropriately.
- K. Demonstrate an understanding of the multiple uses of writing, including "writing to learn" across disciplines.
- L. Demonstrate facility with the various ways technology impacts writing.

As a reader...

- M. Identify the writer or speaker's central purpose, ideas, and goals.
- N. Discriminate between statements of fact and opinion.
- O. Discriminate between emotional and logical arguments.
- P. Analyze information and arguments in order to draw conclusions.
- Q. Analyze critically coherence, structure, voice, and style in a written or oral text.
- R. Employ the active response strategies of questioning and paraphrasing in response to a message.
- S. Identify persuasive strategies.
- T. Critique meaningfully the written or oral work of peers.

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## II. ORAL COMMUNICATION

- A. Introduce the speech by gaining attention, stating a central idea, and previewing main points.
- B. Structure messages for effectiveness utilizing connectives and a logical, appropriate organizational pattern.
- C. Cite a variety of sources in the speech that are recent, relevant, verifiable, unbiased, and consistent with known facts to support one's contentions.
- D. Adapt messages and their delivery to the audience and situation.
- E. Use principles designed to influence attitudes, beliefs and actions.
- F. Conclude the speech by signaling an end to the presentation, summarizing the main points, and providing a memorable/vivid ending.
- G. Deliver messages extemporaneously using effective eye contact, body movements and vocal qualities (volume, rate, and fluency).
- H. Feel comfortable when delivering speeches.
- I. Use language appropriately for the audience and situation.

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## III. QUANTITATIVE REASONING

- A. Interpret mathematical models such as formulas, graphs, tables, and schematics and draw inferences from them.
- B. Represent mathematical information symbolically, visually, numerically, and verbally.
- C. Use a variety of mathematical methods (algebraic, geometric and/or statistical methods) to solve problems.

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## IV. INFORMATION TECHNOLOGY FLUENCY

- A. Use information technology responsibly.
- B. Demonstrate skills and fluency in common information technology concepts, terminologies, and applications (e.g., word processing, spreadsheets, databases, presentations, and web.)

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## V. INFORMATION LITERACY

- A. Use appropriate tools and technologies to identify, access, evaluate and use information effectively.
- B. Use information responsibly, in accordance with legal and ethical principles.

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## VI. [REASONING ABOUT ETHICAL QUESTIONS](#)

- A. Explain and evaluate several key moral principles and ethical theories.
- B. With respect to a particular moral issue, evaluate alternative positions using appropriate principles or theories and articulate the ramifications and consequences both of alternative courses of action and of the acceptance of different moral principles and ethical theories.
- C. Engage in moral discussions constructively and effectively.

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## VII. [CRITICAL THINKING](#)

- A. Evaluate the quality of arguments and evidence, and the accuracy of claims.
- B. Evaluate the quality of statistical evidence.
- C. Identify logical errors and fallacies.
- D. Distinguish among facts, inferences, opinions, and, value assertions.
- E. Recognize alternative approaches and conflicting viewpoints.

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## VIII. [DIVERSITY](#)

- A. Explain perspectives and contributions linked to a variety of cultural markers (e.g., race, gender, ethnicity, religion, sexual orientation, age, disability, etc.) both in western and non-western contexts.
- B. Identify differences and commonalities among two or more cultures.
- C. Evaluate how the student's own cultural context influences the ways in which he or she perceives those who are different from himself or herself.
- D. Recognize the basis and impact of personal and systemic discrimination, prejudice and stereotypes.

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## IX. CENTRAL IDEAS, ISSUES AND METHODS OF INQUIRY.

### A. [ARTS AND HUMANITIES](#)

Student learning outcomes in the Arts

1. Students will define the following: the arts, aesthetic principles, form, style, genre (medium)
2. Students will explain and provide three specific examples of the ways in which the arts impact society.
3. Students will define the concept of style and provide three examples of how it is expressed in works of art.
4. Making reference to a specific work of art, students will describe the work as an expression of the personal experience of the artist and as a reflection of the specific social context and the cultural context in which the work was produced.
5. Students will accurately place a work of art within an historical context and justify such placement using three specific characteristics of the work.
6. Students will analyze a work of art using form, subject, the elements of design, and instrumentation/tools of production.

Student learning outcomes in the Humanities

1. Students will define the humanities.
2. Students will explain three ways in which the context that led to its creation influenced an important contribution to the humanities.
3. Students will describe three characteristics of a text which explain why it is considered an important contribution to the humanities.
4. Students will describe the impact of an important contribution to the humanities using three specific examples.
5. Students will identify two similarities and two differences between their perspective and that of an important contribution to the humanities.

**B. NATURAL AND PHYSICAL SCIENCES**

Understand the role of empirical data in establishing scientific knowledge.

Understand that, in addition to empirical evidence, science involves skepticism and rational arguments; that it is not opinion but is rather a reasoned consensus among informed experts which improves over time.

Understand several paradigm examples of the fundamental conceptual models in at least two separate disciplines of the natural sciences (Biology, Chemistry, Physics, Geoscience) which underlie our current understanding of the physical world.

Examples include (but are not limited to): conservation of energy, evolution, plate tectonics, oxidation, etc.

**C. SOCIAL AND BEHAVIORAL SCIENCES**

Students will be able to demonstrate an understanding of two important theories and/or interpretations in one or more disciplines in the social sciences (for the purposes of general education, the social sciences include history, political science, psychology, sociology, journalism, criminal justice, economics and human geography.)

Students will be able to explain three specific ways in which the social sciences have contributed to our understanding of society in the contemporary or historical context.

Students will be able to evaluate and reach a conclusion about an argument or an explanation based on factual information provided in an assigned reading.

## General Education Requirements for students who enter IU Southeast in Fall 2007 & After

The following describes the general education requirements for all IU Southeast baccalaureate degrees for students who enter the university in the Fall, 2007, and after. However, students who enter the university between Fall, 2005, and Summer, 2007, may elect to use the requirements below, with the approval of their academic advisor and unit head. Care should be taken to document approval for students who change to the new requirements.

In each requirement below, except for written communication, the list of approved courses from which students must choose is the list of “Category I” courses for that requirement found under “Approved General Education Courses” at the campus website: [www.ius.edu/generaleducation/](http://www.ius.edu/generaleducation/).

1. *Written Communication*

Students are required to take ENG-W 131 Elementary Composition, and one course, selected on the basis of their major, from the “Category II” list of approved courses. Students should consult with their advisor to determine which second course is appropriate for their intended major.

2. *Oral Communication*

Students are required to take SPCH-S 121 Public Speaking

3. *Quantitative Reasoning*

Students are required to choose one course from the list of approved courses.

4. *Information Literacy*

The Information Literacy outcomes are infused into the curriculum at three levels. They are introduced to all students in the required First Year Seminar class; they are further developed and elaborated in at least two required courses in the major (chosen by program faculty).

5. *Central Ideas, Issues and Methods of Inquiry.*

- a. Students are required to take one course in the Humanities and one course in the Arts from the list of approved courses in those disciplines.
- b. Students are required to take two courses from different disciplines from the list of approved courses in the Natural Sciences. One course must include a laboratory component.
- c. Students are required to take two courses from different disciplines from the list of approved courses in the Social and Behavioral Sciences.

6. *Critical Thinking*

Students are required to take one course from the list of approved courses. These courses will also meet one or more of the other general education requirements, e.g., Central Ideas, Issues, and Methods of Inquiry.

7. *Diversity*

Students are required to take one course from the list of approved courses.

8. *Reasoning about moral and ethical issues*

Students are required to take one course from the list of approved courses.

## **Indiana University – Purdue University Fort Wayne General Education**

**General Education** - The general-education program serves to provide the knowledge skills and awareness that you will use and live by during most of your life—whether as citizen, traveler, leader, volunteer, learner, teacher, artist, audience, or any other aspect of your multifaceted life. You will also be introduced to exciting and intriguing fields of study beyond the scope of your chosen major.

### **I. What Are the Goals of General Education?**

General Education is important for success in every academic subject and in all professions. You will acquire:

1. strong foundation skills in reading and writing, listening and speaking, and quantitative reasoning;
2. sharp critical-thinking skills to enable you to make good decisions and solve problems;
3. familiarity with cultures and traditions different from your own.

Employers from all fields tell us that these are qualities they look for in their employees.

Upon completion of the IPFW general education curriculum, you will be able to:

1. Identify substantive knowledge and disciplinary methods;
2. Gather, comprehend, and evaluate information;
3. Use information;
4. Analyze and synthesize information;
5. Evaluate and assess your own and others' ideas.

Use knowledge and skills gained as a basis for life-long learning.

### **II. What does the IPFW General Education Program Include?**

For a bachelor's degree, the program will include courses from each of the following six areas. For an associate's degree, you will need Foundation Skills and one or more other approved courses chosen in consultation with your advisor.

#### ***A. Area I Foundation Skills (9 cr.)***

You should complete Area I during your first three semesters, because these courses—English composition, Fundamentals of Speech, and Math or Statistics—give you skills that are needed in most other courses you will take.

#### ***B. Area II Physical and Natural Sciences (6 cr.)***

You will learn how scientific knowledge is developed—how observations are made, how hypotheses are formulated and tested, and how theories are developed. If you are majoring in a scientific or technological field, you should speak with an academic advisor before enrolling in any courses for Area II.

**C. Area III The Individual, Culture, and Society (6 cr.)**

Courses in the social, behavioral, or managerial sciences will help you understand the nature and diversity of individuals, cultures, and societies around the world.

**D. Area IV Humanistic Thought (6 cr.)**

Through courses in literature, philosophy, or arts appreciation you will learn about traditions and ways of thinking in various cultures and historical periods.

**E. Area V Creative and Artistic Expression (3 cr.)**

You will perform and/or create a work of personal expression.

**F. Area VI Inquiry and Analysis (3 cr.)**

You will complete a substantial research or creative project for this requirement. Before enrolling in an Area VI course, you must complete your Foundation Skills (Area I). Some Area VI courses also have specific prerequisites.

**III. How many credits of General Education are required?**

If you plan to get a bachelor's degree, and you enrolled at IPFW for the first time in fall 2001 or later, your minimum General Education requirement is 33 credits. For an associate's degree, it is 12 credits. Depending on your degree goal, other courses outside your major may be required as well. Your academic advisor will know if this applies to you.

**IV. Which courses count as General Education?**

Courses approved for General Education credit are listed in the Schedule of Classes, in the IPFW Bulletin, and on the IPFW web site (<http://www.registrar.ipfw.edu/gened.htm>). In the Schedule of Classes, courses that count as General Education are marked with a G— for example, G1=General Education Area I; G2=General Education Area II, and so on.

**V. How is the General Education Program assessed?**

IPFW is always striving to improve the general Education program and to enhance student learning. In addition to receiving a grade in your course, your instructor may collect samples of student work and submit them for review to area assessment committees. You may also be asked to fill out a survey at various points during your college career.