

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.

Category	Courses	Objectives
<p>Composition and Communication (9 cr. hrs.)</p> <p>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.</p>		<p>Key Campus Learning Objective</p> <p>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.</p>
<p>College Level Composition (3 cr. hrs)</p>	<p>ENG W131¹</p>	<p>Communicate clearly, completely and accurately with diverse audiences.</p>
<p>Second College Level Composition (3 cr. hrs.)</p>	<p>ENG W132 ENG W231 ENG W270 Other courses, if approved by English faculty</p>	<p>Understand the use and adaptation of appropriate citation styles</p> <p>Understand analysis of argument and demonstrate its use</p>
<p>College Level Speech Communication (3 cr. hrs.) (Excluding Composition)</p>	<p>SPCH S121 CMCL C223 Other courses, if approved by HFA faculty</p>	

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

College Level Mathematics (3 cr. hrs.)		Key Campus Learning Objective
Like communication, basic college level mathematics is a foundational skill and should come early in the students' course of study.		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.
One College Level Mathematics or Statistics course (3 cr. hrs.)	MATH courses: Any Math M-course at the 100-level or higher, excluding Math M117 ² Sequence MATH T101-102-103; MATH K300 PSY K300; ECON E270; NURS H355 ³ Other courses, if approved by math faculty	Interpret mathematical models such as formulas, graphs, tables, and schematics and draw inferences from them. Represent mathematical information symbolically, visually, numerically, and verbally. Use a variety of mathematical methods (algebraic, geometric and/or statistical methods) to solve problems.

² 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.

³ 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.

<p>Distribution Requirements (27 cr. hrs.)</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>Key Campus Learning Objectives</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>Category</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>Must include at least 3 credit hours from Natural Sciences</p>	<p>Courses</p> <p>Natural Sciences 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> <hr/> <p>Mathematics</p> <p>Courses that would satisfy Math requirement above.⁴</p>	<p>Objectives</p> <p>Natural Sciences</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> <hr/> <p>Mathematics</p> <p>Same goals as under the Math requirement</p> <p>(Cannot use the same course as the one used to satisfy math requirement)</p>

⁴ 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.

<p>Humanities and Fine Arts (9 cr. hrs.)</p> <p>This may include at most one studio course.</p> <p>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.</p> <p>Understand the aesthetic principles employed in the arts and humanities.</p> <p>Understand ethical considerations within cultures.</p>
<p>Behavioral and Social Sciences (9 cr. hrs.)</p> <p>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)</p> <p>If chosen, one of the following courses will satisfy three hours of this requirement as well: ECON-E 103 or ECON-E 104.</p> <p>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.</p> <p>Understand the role of the individual, human agency, social hierarchies and diverse populations.</p> <p>Understand, evaluate and critically analyze data from social and behavioral sciences.</p>

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>Embedded General Education Requirements 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>Key Campus Learning Objectives 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>
<p>Descriptions</p>	<p>Objectives</p>
<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>

Ethical Reasoning	<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>
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Program Major

<p>Degree Program Major</p> <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>Key Campus Learning Objective</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>
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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

