

**Indiana University East  
Faculty Senate**

**General Education Curriculum for Baccalaureate Degree Programs  
at Indiana University East**

The purpose of the General Education Curriculum is to ensure that every graduate from IU East has a set of knowledge and skills that are generally expected of every person who has earned a baccalaureate degree. The General Education Core consists of 30 credit hours of coursework. A student who completes this Core will be certified as having met the Statewide General Education Transfer Core.

The General Education Framework (below) is divided into six General Education Competencies. Each General Education Competency corresponds to a Competency in the Statewide General Education Core. At Indiana University East the delivery and assessment of courses in each Competency is the primary responsibility of expert faculty for each category. The responsibilities are outlined below.

<b>General Education Competency</b>	<b>Primary Responsibility/Expert Faculty</b>
Written Communication	English Faculty
Speaking and Listening	Communication Faculty
Quantitative Reasoning	Mathematics Faculty
Natural Sciences	Natural Science Faculty
Humanistic/Artistic Competency	Arts & Culture and English Faculty
Social-Behavioral Competency	Social & Behavioral Science Faculty

**I. Approval of Courses**

A course can meet the requirement of a General Education Competency only if this course is formally approved for this purpose by the Faculty Senate Curriculum Committee. The Curriculum Committee shall develop a procedure for this approval process, subject to the following stipulations:

1. Deans, Directors or Department Chairs (or designees, herein after: Unit Heads) of any School may propose a course that is housed within their unit to be applicable to a specific General Education Competency. This proposal shall include which Statewide General Education Learning Outcomes are addressed in this course, and how these outcomes will be assessed.

Typically only 100- and 200-level courses should be considered for the purpose of meeting General Education Competencies, and typically all applicable Statewide General Education Learning Outcomes should be assessed. Exceptions are possible, but require compelling reasons.

2. If the proposed course is housed outside of the School/Department with primary responsibility for the General Education Category, the Unit Head of the responsible Expert Faculty will evaluate the suitability of the proposed course for meeting the Statewide General Education Learning Outcomes. In this case, the explicit approval of the Expert Faculty's unit head is required for the request to proceed.
3. The Curriculum Committee will evaluate the course proposal. If approved, the Committee will inform the Deans, Faculty Senate and the Office of Academic Affairs of this action.
4. The Office of Academic Affairs will maintain and publish a list of courses that are available for meeting each General Education Competency.

## **II. Removal of Courses**

The Curriculum Committee may rescind the approval of previously accepted courses upon petition by

- a) The School/Department offering the course (brief rationale required);
- b) The School/Department housing the Expert Faculty responsible for the applicable category, if there is evidence that the course does not adequately meet the required learning outcomes;
- c) The Office of Academic Affairs, if the course is not being assessed, or if assessment data indicates that learning outcomes consistently fall short of expectations.

The Curriculum Committee will create standards and procedures for rescinding a course.

## **III. Communication**

Because the list of acceptable courses for each General Education Competency may change from time to time, the Office of Academic Affairs will maintain a list of acceptable courses, including the effective dates for each course. For the purpose of degree audits, this list should also include courses that are no longer available to meet the requirement.

## **IV. Transfer Students**

Transfer students may apply their transfer course work toward the General Education Competency even if the transferring course does not have an IU East equivalent. The student's academic advisor, in consultation with the Unit Head, may approve a transfer course to be used to meet General Education requirements, provided that learning

outcomes of such a course meet the applicable Statewide General Education Learning Outcomes.

#### **V. Statewide General Education Core**

Completion of the General Education Curriculum at Indiana University East meets the criteria for certification that the student has completed the Statewide General Education Core, as described in Indiana Code (IC) 21-42-3-2.

Students transferring from other institutions with a certified completion of the Statewide General Education Core will not be required to complete any additional courses for the purpose of meeting requirements for the General Education Curriculum.

#### **VI. Effective date**

This policy is effective for students being admitted to IU East effective Summer 2013. Students who are admitted for a semester prior to this date adhere to the General Education Framework as approved on November 7, 2006

#### **VII. Severability**

The provisions of this policy are severable. If a provision of this policy is held in violation of state or federal laws and regulations, or contrary to Indiana University policy, or otherwise invalid, only the affected part shall be void. This invalidity shall not affect other provisions of this policy which can be given effect without the invalid provisions.

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**VIII. General Education Curriculum  
(30 credit hours)**

The General Education Curriculum applies to all IU East students admitted effective Summer 2013.

Competency	Courses	
<p><b>Written Communication Competency (6 cr. hrs.)</b></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. The combination of the two courses listed below will meet all outcomes listed.</p>		<p><b>Campus Learning Outcome</b></p> <p>Communicate clearly and effectively in written and oral forms</p>
<p>College Level Composition (3 cr. hrs)</p>	<p>ENG-H140, ENG-W131</p>	<p><b>Statewide General Education Learning Outcomes:</b></p> <p><b>Knowledge of Conventions</b></p> <p>1. Produce texts which use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling</p> <p><b>Processes</b></p> <p>2. Demonstrate an understanding of writing as a social process which includes multiple drafts, collaboration, and reflection.</p> <p><b>Critical Thinking/Reading/Writing</b></p> <p>3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.</p> <p>4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.</p> <p>5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.</p> <p><b>Rhetorical Knowledge</b></p> <p>6. Compose texts which exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.</p> <p><b>Engaging Electronic Environment</b></p> <p>7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).</p>
<p>Second College Level Composition (3 cr. hrs.)</p>	<p>ENG-W132, ENG-W230 ENG-W231, ENG-W233 ENG-W270, ENG-W290</p>	

<b>Speaking and Listening Competency</b>  College Level Speech Communication (3 cr. hrs.)	<b>Courses</b>  SPCH-S121	<b>Campus Learning Outcome</b>  Communicate clearly and effectively in written and oral forms.
		<b>Statewide General Education Learning Outcomes:</b> <ol style="list-style-type: none"> <li>1. Use appropriate organization or logical sequencing to deliver an oral message</li> <li>2. Adapt an oral message for diverse audiences, contexts, and communication channels</li> <li>3. Identify and demonstrate appropriate oral and nonverbal communication practices</li> <li>4. Advance an oral argument using logical reasoning</li> <li>5. Provide credible and relevant evidence to support an oral argument</li> <li>6. Demonstrate the ethical responsibilities of sending and receiving oral messages</li> <li>7. Summarize or paraphrase an oral message to demonstrate comprehension</li> </ol>

<p><b>Quantitative Reasoning Competency (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. Quantitative reasoning is an important skill that allows the student to define and analyze complex problems.</p>	<p><b>Campus Learning Outcome</b></p> <p>Apply principles of inquiry to define and analyze complex problems through reasoning and discovery.</p>	
<p><b>Quantitative Reasoning (3-4 cr. hrs. *)</b></p>	<p>ECON-E270, MATH-B111, MATH-E111, MATH-H111, MATH-N111, MATH-K300, MATH-M118, MATH-119, MATH-M123, MATH-125, MATH-M126, MATH-215, MATH-M216, NURS-H355, PSY-K-300</p>	<p><b>Statewide General Education Learning Outcomes:</b></p> <p>A foundational experience in quantitative reasoning will provide a rigorous mathematical curriculum applied to real world problem solving. The outcomes should deepen, extend, or be distinct from high school Core 40 mathematics competencies. Upon completion, students will be able to:</p> <p><u>Interpretation</u></p> <ol style="list-style-type: none"> <li>1. Explain information presented in mathematical form, e.g. equations, graphs, diagrams, tables, words, geometric figures</li> <li>2. Critique arguments using mathematical reasoning</li> </ol> <p><u>Representation</u></p> <ol style="list-style-type: none"> <li>3. Represent information/data in various mathematical forms as appropriate, e.g. symbolically, visually, numerically, and verbally</li> </ol> <p><u>Mathematical Processes</u></p> <ol style="list-style-type: none"> <li>4. Apply mathematical processes and techniques to solve properly formulated mathematical problems (e.g. algebraic, geometric, logical and/or statistical methods)</li> </ol> <p><u>Analysis</u></p> <ol style="list-style-type: none"> <li>5. Analyze results of computations within the context of the original problem</li> <li>6. Determine reasonableness of solution</li> </ol> <p><u>Assumptions</u></p> <ol style="list-style-type: none"> <li>7. Communicate which assumptions have been made in the solution process</li> <li>8. Determine a solution process and provide a compelling rationale for choosing that process</li> <li>9. Illustrate the limitations of the process</li> </ol> <p><u>Communication</u></p> <ol style="list-style-type: none"> <li>10. Effectively explain the interpretation, representation, solution, and conclusion of the mathematic problem</li> </ol>

Competencies	Courses	Campus Learning Outcome: Apply principles of inquiry to define and analyze complex problems through reasoning and discovery.
<p><b>Natural Sciences Competency (5-6 cr. hrs*)</b></p> <p>Must include at least one course with laboratory</p>	<p>ANAT-A210, ANAT-A215, AST-A100, AST-A105, BIOL-L101, BIOL-L102, BIOL-L108, BIOL-L150, BIOL-N120 BIOL-N150, BIOL-L150, BIOL-N212, BIOL-N213, BIOL-Q201, CHEM-C100, CHEM-C101, CHEM-C101/C121, CHEM-C105/C125, CHEM-C108, CHEM-N100, EDUC-Q200, GEOL-G108. GEOL-G111, GEOL-G112, GEOL-G210, MICRO-J200, MICRO-J201, PHSL-P201, PHSL-P215, PHYS-P100, PHYS-P104, PHYS-P120, PHYS-P201, PHYS-110</p>	<p><b>Statewide General Education Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain how scientific explanations are formulated, tested, and modified or validated</li> <li>2. Distinguish between scientific and non-scientific evidence and explanations</li> <li>3. Apply foundational knowledge and discipline-specific concepts to address issues or solve problems</li> <li>4. Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions</li> <li>5. Use current models and theories to describe, explain, or predict natural phenomena</li> <li>6. Locate reliable sources of scientific evidence to construct arguments related to real-world issues</li> </ol>
<p><b>Humanistic Artistic Competency (6 cr. hrs.)</b></p> <p>Must include at least two different disciplines</p> <p>This may include at most one studio course.</p>	<p>ENG-G205, ENG-G207, ENG-L202, ENG-L203, ENG-L204, ENG-L205, ENG-L207, ENG-L208, ENG-L209, ENG-L225, ENG-L250, ENG-L251, ENG-L295, ENG-L297, ENG-L298, ENG-L299, ENG-W203 FINA-A101, FINA-A102, FINA-F100, FINA-H100, FINA-F101, FINA-S260, FINA-S280, FREN-F100, FREN-F150, FREN-F200, FREN-F250, GER-G100 GER-G.150, GER-G200. GER-G250, HIST-H105, HIST-H106, HIST-H108, HIST-H109, HIST-H205, HIST-H216, HIST-B244, HIST-H217, HIST-H225, MUS-M174, MUS-M175, MUS-Z103, MUS-Z201, MUS-T101, PHIL-P100, PHIL-P105, PHIL-P120, PHIL-P140, PHIL-P200, PHIL-P282, REL-R152, REL-R160, REL-R220, SPAN-S100, SPAN-S150, SPAN-S200, SPAN-S230, SPAN-S250, THTR-T210,</p>	<p><b>Statewide General Education Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.</li> <li>2. Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts.</li> <li>3. Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.</li> <li>4. Analyze the concepts and principles of various modes of humanistic or artistic expression.</li> <li>5. Recognize content and apply that knowledge to other works.</li> <li>6. Apply artistic or humanistic methods to create, interpret, or reinterpret creative products through performance or criticism.</li> <li>7. Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.</li> <li>8. Evaluate conflicting narratives and evidence in order to explore the complexity of human experience across space and time.</li> </ol>

<p><b>Social-Behavioral Competency (6 cr. hrs.)</b></p> <p>Must include at least two different disciplines</p>	<p>ANTH-A103, ANTH-A104, ANTH-A200, ANTH-B200, CJUS-P100, CJUS-P200, CMCL-C122, CMCL-C205, ECON-E103, ECON-E104, EDUC-P250, GEOG-G110, INFO-I101, INFO-I202, JOUR-J110, POLS-Y103, POLS-Y105, POLS-Y107, POLS-Y109, POLS-Y212, PSY-P103, PSY-P211, PSY-P216, SOC-S100, SOC-S215, SOC-S217, SOC-S230, SPCH-S 122, SWK-S102, SWK-S221, SWK-S251, WOST-W200</p>	<p><b>Statewide General Education Learning Outcomes:</b></p> <p><u>Concepts, theories, basic principles</u></p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, and/or historical contexts within a given social or behavioral domain</li> <li>2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena</li> </ol> <p><u>Research Literacy</u></p> <ol style="list-style-type: none"> <li>3. Demonstrate basic literacy in social, behavioral, or historical research methods and analyses</li> <li>4. Recognize relevant evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations</li> </ol> <p><u>Self, Social, and Diverse Populations</u></p> <ol style="list-style-type: none"> <li>5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts</li> </ol> <p><u>Personal and Social Responsibility</u></p> <ol style="list-style-type: none"> <li>6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, civic, ethical, or global decisions and responsibilities</li> </ol>
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\* The combination of credits in the Quantitative Reasoning Competency and the Natural Sciences Competency must be 9 credit hours (or more).