

To: Fort Wayne Senate

From: Educational Policy Committee

Date: March 26, 2004

Subj: Revisions to Senate Document 88-33 Goals and Objectives from the IPFW  
Baccalaureate Degree

Disposition: To the Vice Chancellor for Academic Affairs for Implementation

Whereas, the Senate has approved a diversity requirement for all baccalaureate programs; and,

Whereas, the new requirement should be integrated with existing Senate documents which describe requirements for baccalaureate programs; therefore,

Be it resolved that the Senate approve the recommended changes to SD 88-33 Goals and Objectives for the IPFW Baccalaureate Degree (insertions in boldface, deletions in ~~strikeout~~).

Approving

Disapproving

Non-voting

Absent

Bruce Abbott

Patrick McLaughlin

Margit Codispoti

Susan Hannah

David Oberstar

Jane Purse-Wiedenhoeft

George Schmelzle

Jonathan Tankel

Senate Document SD 03-23

(Amends SD 88-33)

Senate Document SD 88-33

(Approved, 4/10/1989)

TO: Fort Wayne Senate

FROM: Educational Policy Committee

DATE: March 24, 1989

SUBJECT: Goals and Objectives for the IPFW Baccalaureate Degree

DISPOSITION: To the Presiding Officer for implementation

Resolved, That the Fort Wayne Senate approve the following statement of the goals and objectives for the IPFW baccalaureate degree.

### **Goals and Objectives for the IPFW Baccalaureate Degree**

An IPFW baccalaureate degree should signify that the recipient understands the basic concepts of knowledge, has studied one field in sufficient depth to appreciate its methodologies and fundamental unresolved questions, and has acquired a basis for life-long learning. The tripartite

program described below outlines the course work required to ensure that these goals have been fulfilled.

Although the student should bear major responsibility for learning, each instructor should be charged with modeling the behaviors expected of students, and the university with providing the support needed for effective learning. Although the description outlined below necessarily divides the baccalaureate curriculum into three parts, in practice each part should promote achievement of the goals in the other two.

**I. Core of General Education** - The general-education core should serve to provide fundamental skills, knowledge, and awareness.

*A. Foundation Skills:* The graduate will possess requisite skills:

- to write and speak critically and precisely, with clarity and persuasiveness
- to read and listen actively and with comprehension
- to understand mathematical concepts and to reason quantitatively
- to employ methods of learning that include:
  - logical and creative thinking
  - strategies specific to different fields of inquiry
  - integration of knowledge, within and among subject areas
  - critical analysis and interpretation of information
  - use of information technologies for qualitative and quantitative work
- to use problem-solving strategies as an approach to all learning.

Senate Document SD 03-23

(Amends SD 88-33)

*B. Knowledge and Awareness:* The graduate will possess knowledge and awareness sufficient:

- to establish values, both moral and aesthetic, while respecting a diversity of informed views
  
- to understand the fundamentals of the physical, biological, and social sciences, both theoretical and applied
  
- to understand the development and major ideas of Western civilization and those of other civilizations, as embodied in their history, arts and literature, sciences, politics, language, and philosophy
  - to relate geographical knowledge to human activities
  - to exercise the responsibilities of citizenship.

**II. Major Area of Study** - The academic major should focus on a specific scholarly discipline, requiring intensive study sufficient to enable the graduate:

- to possess and be able to apply knowledge central to the major discipline
  
- to be able to use methods of scholarship and research within the discipline
  
- where applicable, to fulfill requirements established by professional and/or scholarly bodies for bachelor-level entry to employment or graduate-study opportunities
  - to be able to integrate theory and practice within the specialty
  
- **to recognize and respond to the diversity of modern society as appropriate to the discipline**

- to be able to communicate about the specialty-field content effectively, with both specialists and nonspecialists
- to be aware of the means for remaining up to date in the specialist field, and engaging in life-long learning.

**III. Electives** - Graduates will have complemented the general-education core and major area with additional knowledge and skills gained from a program of elective courses combining breadth of subject matter with specific study in depth.