

Senate Document SD12-14
(Amended & Approved, 4/1/2013)

TO: Fort Wayne Senate

FROM: Educational Policy Committee
Anne Argast, Chair

DATE: March 8, 2013

SUBJ: Change in General Education Program
EFFECTIVE FALL 2013

DISPOSITION: To the presiding officer for implementation

WHEREAS, general education is centrally important to an undergraduate education,

WHEREAS, IPFW has been a state-wide leader in developing its general education program,

WHEREAS, the current general education program contains unique components including the area V (creative and Artistic Expression) and area VI (Inquiry and Analysis) requirements,

WHEREAS, the Indiana General Assembly with Senate Enrolled Act 182 has established a requirement for a Statewide Transfer General Education Core of at least 30 credit hours for all students seeking Associate and Bachelor degrees,

WHEREAS, the Indiana Commission of Higher Education with reference document 12/12/12 has published guidelines involving two categories, six areas, 41 learning outcomes and other specifications that state universities must incorporate into their core to be in compliance with SE 182,

WHEREAS, SE 182 and ICHE 12/12/12 require changes be made in our general education program,

WHEREAS, these changes to the program must be implemented by May 15, 2013,

BE IT RESOLVED, that the Senate approve the attached document which amends Senate Document 99-25 to incorporate the state mandated changes and make other changes to improve upon and preserve the unique qualities of the IPFW general education program.

Senate Document SD 99-25
Supersedes SD 93-14 and SD 94-4
(Supersedes SD 93-14 and SD 94-4)
(Amended & Approved, 4/24/2000)
(Amended & Approved, 2/12/2007)
(Amended & Approved, 4/1/2013)

The Principles of General Education at IPFW

EFFECTIVE FALL 2013

General Education ensures students will be familiar with the important modes of human thought that are the foundations of science, philosophy, art and social behavior. General Education helps students understand the traditions that have informed one's own and other cultures of the world. It requires that students consider the nature and diversity of individuals, cultures and societies around the world, and gain appreciation of the natural systems in which these individuals, cultures and societies exist.

General Education at IPFW defines an integrated pedagogical framework that offers both substantive knowledge and an appreciation of multiple methods of inquiry and learning. Individual courses satisfy specific learning outcomes. The overall goals of the General Education program are achieved through cumulative course work. Individual courses should provide a basis for life-long learning, allow students to gain both substantive knowledge and an appreciation of method, and be appropriate for non-majors and for students who are unlikely to take another course in the discipline. This requirement does not preclude the possibility that the course might also be appropriate for majors.

Students who complete the General Education requirements at IPFW are expected to:

Read, write, and speak with comprehension, clarity, and precision in appropriate media.

Reason quantitatively.

Identify substantive knowledge and disciplinary methods and critically evaluate ideas.

Demonstrate an ability to use information literacy skills.

Demonstrate an ability to think critically and solve problems.

Understand the traditions that form one's own and other cultures.

Be familiar with modes of human thought that are the foundations of science, philosophy, art and social behavior.

Understand aspects of the natural world.

Use acquired knowledge and skills to create new scholarship.

Categorical Framework

The Statewide Transfer General Education Core for associate and bachelor degree programs at IPFW shall consist of 30 credits, distributed as indicated, in areas 1-3 of category A, areas 4-7 of category B, and all the enumerated competencies 1.1-6.7 or 1.1-7.4, as defined later in this document with specific exemptions as noted.

All students completing a bachelor degree program at IPFW must also complete category C: Capstone.

A student who completes requirements in categories A and B shall have completed the Statewide Transfer General Education Core, and this achievement shall be noted on the student's transcript. A student transferring to IPFW with a similar notation from another college or university shall be exempt from additional requirements in categories A and B.

A. Foundational Intellectual Skills

1. Written Communication (at least 3 cr and all outcomes in approved courses)
2. Speaking and Listening (at least 3 cr and all outcomes in approved courses)
3. Quantitative Reasoning (at least 3 cr and all outcomes in approved courses)

B. Ways of Knowing

4. Scientific Ways of Knowing (at least 3 cr and all outcomes in approved courses)
5. Social and Behavioral Ways of Knowing (at least 3 cr and all outcomes in approved courses)
6. Humanistic and Artistic Ways of Knowing (at least 3 cr and all outcomes in approved courses)
7. Interdisciplinary or Creative Ways of Knowing (at least 3 cr and all outcomes in approved course)

The remaining 9 credit hours of the state-mandated general education should be taken by students from among the approved courses in Categories A and B as needed to fulfill their remaining state-mandated outcomes and as works best for their programs/majors.

C. Capstone

8. Capstone Experience (at least 3 cr and all outcomes in an approved course)

Learning Outcomes for Categories A and B

Category A: Foundational Intellectual Skills

Linguistic and numerical foundations are requisite to thinking and communicating critically and creatively. Foundational skills help students to speak and write precisely, clearly, and persuasively; read and listen actively and with comprehension; and reason quantitatively as a means of drawing reliable conclusions. These skills are fundamental, and courses in category A are best completed in each student's first 30 credits of enrollment.

1. Written Communication

Upon completion of the Written Communication competency, students will be able to:

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

2. Speaking and Listening

Upon completion of the Speaking and Listening competency, students will be able to:

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

3. Quantitative Reasoning

Upon completion of the Quantitative Reasoning competency, students will be able to:

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

Category B: Ways of Knowing

4. Scientific Ways of Knowing

Natural science is a knowledge domain transcending the human experience. Students should understand the role of observation and inference in investigations; how natural science theories are formed, tested, and validated; the limitations inherent to natural scientific inquiry; and the impact of science and mathematics upon intellectual history. Courses in this way of knowing foster scientific thinking; knowledge of the physical and natural world; and relativizes humanity's position within the universe.

Upon completion of the Scientific competency, students will be able to:

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

5. Social and Behavioral Ways of Knowing

Students must understand the nature and diversity of individuals, cultures and societies around the world. An exploration of behavioral, societal and cultural processes utilizing the application of scientific methodologies forms the basis for that understanding. This understanding of diverse systems assists the student in overcoming provincialism; in developing the willingness, confidence, and sense of responsibility for making informed decisions; and in acquiring the ability to assess personal behavior and that of others. Such learning requires an historical consciousness; familiarity with components of social structure and social institutions; knowledge of basic behavioral processes; comprehension of the interplay among ideas, technology, and social organization; and appreciation of the complex dimensions of personal and institutional rules.

Upon completion of the Social and Behavioral competency, students will be able to:

- 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
- 5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

6. Humanistic and Artistic Ways of Knowing

Humanistic thought is the attempt to resolve such abiding issues as the meaning of life, the role of the arts in our understanding of what it is to be human, and the limits of knowledge.

Humanistic inquiry assesses-across temporal, cultural, disciplinary, and theoretical divisions-how humans view themselves in relation to other humans, to nature, and to the divine. Studies in the humanities offer students the intellectual resources to develop mature self-concepts and heightened social consciousness.

Upon completion of the Humanistic and Artistic competency, students will be able to:

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

7. Interdisciplinary or Creative Ways of Knowing

True scholarship necessarily involves the creation of a deeper understanding about nature and/or the human experience. This understanding is sometimes achieved through a traditional academic approach and sometimes through performance and art. Scholarship cannot always be compartmentalized into a single way of knowing, and performance is inherently based upon a broad experience of life and the world around us.

A student will complete a broadly interdisciplinary course, *or* will complete a course having a significant experiential, integrative and/or creative performance.

Option 1: Upon completion of the Interdisciplinary Ways of Knowing using a broadly interdisciplinary course, students will be able to:

Meet any three learning outcomes from 1.1 to 3.8 of the Category A foundation areas and any two outcomes from each of two different areas selected from areas 4-6 under Category B: Ways of Knowing.

Option 2: Upon completion of the Interdisciplinary Ways of Knowing using an experiential, integrative and/or creative performance, students will be able to:

- 7.1 Demonstrate an understanding of the creative process using the vocabulary of the appropriate discipline.
- 7.2 Perform or create a work of personal expression and bring the work to fruition using applicable skills.
- 7.3 Articulate a reflective and critical evaluation of their own and other's creative efforts using written and/or oral communication.
- 7.4 At least two additional learning outcomes selected from 1.1-6.7.

Criteria for Including a Course in a Specific Area of Categories A and B

In its content and its approach, a course should satisfy the goals and criteria of the general-education area to which it belongs.

Courses approved for general education in:

Category A, Foundational Intellectual Skills, areas 1-3; must satisfy a minimum of 2/3 of the learning outcomes in the area to which it is assigned.

Category B, Ways of Knowing, areas 4-6; must satisfy a minimum of 2/3 of the learning outcomes in the area to which it is assigned, and must include at least one outcome from foundational areas 1, 2 or 3. No more than 10 learning outcomes may be declared for any single course.

Category B, Ways of Knowing, area 7; must be broadly interdisciplinary and meet any three learning outcomes from 1.1 to 3.8 Category A foundation areas and any two outcomes from each of the two different areas from areas 4-6 under Category B: Ways of Knowing *or* be centered on an experiential, integrative and/or creative performance and satisfy learning outcomes 7.1-7.4.

Exemptions and Affirmations

- a) A general education course may satisfy learning outcomes outside the assigned area. All general education courses should help students advance their understanding and mastery of Foundational Skills and should help prepare students for successful learning in the Capstone. It is understood that not all foundation skills will be addressed equally in any given course.
- b) Courses in category A should not have college-level prerequisites. Courses in category B should not require college-level prerequisites except courses taken as part of the Foundational Intellectual Skills core.
- c) An approved general education course should be at least a 3 credit course.
- d) A student must earn a grade of 'C-' or better in each course used to satisfy the IPFW general education requirements.
- e) Students who place above the level of a general-education course in Area A may satisfy the requirement by completing a higher-level course in the same area. Upon satisfactory completion of this higher-level course the student's record will be marked as having completed the area and the associated learning outcomes.
- f) Up to 6 credits of approved general education courses satisfying requirements in areas A and B, and 3 credits satisfying requirements in area C, may originate in the major.

- g) Departments/programs may replace up to six (6) credits of the required 30 credits in approved general-education courses in area B by more advanced courses when the following criteria are met: 1) the replacement courses are specifically required by the major, and 2) they meet the area definition, but are more advanced than courses approved for general education. Programs wishing to exercise this option should provide the General Education Subcommittee with a list of the proposed replacement courses for the specified area(s) and a brief statement of the rationale. A student who completes the higher-level course will be given credit for the learning outcomes associated with the lower-level course it replaces.
- h) Students transferring from another university and who have not completed the entire core may still transfer general education course credit to IPFW. This credit may have originated on-campus, through distance education, or through dual-credit in the high schools. If this credit is considered equivalent to the content of an approved general education course it may count towards the credit hour requirement in the area but cannot be used to satisfy the associated learning outcomes unless the course was originally and specifically designed to meet learning outcomes in the Statewide Transfer General Education Core at the originating institution. In this case the student will be given credit for all the learning outcomes in the course as defined at IPFW.
- i) Dual-credit courses certified by IPFW must meet the same learning outcomes as the courses originating on or from the IPFW campus.
- j) Because the new general education program was designed to be more flexible, one of the possible results will be a variation between the recommended ways in which students can meet their general education requirements from major to major. All general education “paths” should be transferrable from school to school/program to program/department to department, i.e. students switching majors should not be required to redo their general education requirements.

Category C: Capstone

In addition to the 30 credit transfer core, all IPFW Bachelor's Degree candidates are expected to complete an approved three credit capstone course at the 300 level or higher. The Capstone course reflects the faculty commitment to the acquisition and application of knowledge as fundamental to the baccalaureate degree, and allows flexibility and innovation in Capstone course creation.

All capstone projects will involve the acquisition or application of knowledge. This should be broadly construed and may include the exploration of any discipline-specific scholarship including the scholarly activities typically associated with the professional schools, service professions, engineering and the performing arts. A capstone may center on any aspect of university life as long as its primary focus is on the acquisition or application of knowledge. The project may involve a formal service learning experience, or a formal international study experience as its primary focus.

All capstone projects, including those in the performing arts, shall produce a significant product in a discipline-appropriate format, demonstrating the scholarly methods, techniques and conventions associated with the discipline.

Upon completion of the Capstone, students will be able to:

- 8.1. Produce an original work involving the creation or application of knowledge, performance or service.
- 8.2. Report the results of original work through a discipline-appropriate product.
- 8.3. Demonstrate a high level of personal integrity and professional ethics by understanding the ethical responsibilities related to the profession associated with the subject of the capstone project.
- 8.4. Demonstrate critical-thinking abilities and familiarity with quantitative and/or qualitative reasoning.

Implementation of the General Education Program

Responsibility for administering the General Education program resides with the Chief Academic Officer and the General Education Subcommittee. The General Education Subcommittee reports to the Faculty through the Educational Policy Committee, as specified by the Senate Bylaws.

1. Proposals for new courses in the General Education program shall be submitted to the Chief Academic Officer (or designee). Immediately upon receipt, the proposal shall be circulated for comment and remonstrance by the faculty, and given to the General Education Subcommittee for action. Within sixty (regular academic session) days the subcommittee shall either approve or reject the proposal. If rejected, the General Education Subcommittee shall return the proposal to the originating department with specific reasons and suggestions to make the proposed course acceptable within the general education program
2. The General Education Subcommittee shall conduct an on-going assessment of the courses in the general education curriculum.
3. The Chief Academic Officer (or designee) shall make available to all faculty the procedures used for course certification, decertification, and assessment.
4. The Chief Academic Officer (or designee) shall publish a list of approved courses in each of the six state-mandated competency areas, area 7, and IPFW capstone area 8.
5. The Chief Academic Officer (or designee) shall publish a list of approved courses covering one or more of the 41 state-mandated outcomes.
6. The Chief Academic Officer (or designee) shall publish a public report describing how IPFW assures student mastery of the student learning outcomes.