Senate Document SD 93-14 Amended & Approved, 1/10/1994 Amended, 4/10/1995 Amended, 4/8/1996 Amended, 9/8/1997 Superseded by <u>SD 99-25</u> THE PRINCIPLES OF GENERAL EDUCATION FOR BACCALAUREATE PROGRAMS

The goals of general education—as various as "to write and speak with clarity and precision," "to understand the important modes of human thought that are the foundations for science and philosophy and art and social behavior," and "to understand the traditions that have informed one's own and other cultures of the world"—are broad and abstract. Therefore, they cannot be comprehended or pursued apart from a set of principles that must animate any curriculum offered for their fulfillment. The IPFW curriculum shall be measured by the following principles:

1.General education should provide a basis for life-long learning.

2.General education should foster intellectual skills that transcend the boundaries of discrete disciplines. Some general education courses might center on a specific discipline; others might be interdisciplinary.

3.From general education, students should gain both substantive knowledge and appreciation of different methodologies; they should also experience the integration of knowledge and method.

4.General education should extend throughout a student's curriculum as means to learning in depth and to integrating learning from all parts of the curriculum.

5. The responsibility for developing, teaching, and maintaining general education courses and general education curricula belongs to all faculty, departments, divisions, and schools.

6.A core general education curriculum should be required of all baccalaureate degree-seeking students; additional general education requirements may be imposed at the discretion of the schools.

THE GENERAL EDUCATION CORE

The General Education Core shall comprise a Foundation Requirement, four Area Requirements, and an Advanced Study requirement, totaling 36 credits for each student; exemption from some courses shall be possible through regular placement procedures. The definitions below establish (1) the relationship between the general education core and the general education goals, and (2) criteria for determining whether a specific course qualifies as a general education offering. Each proposal to include a course in the general education core shall show which general education goals set forth in Fort Wayne Senate Document SD 88-33 the course is designed to meet.

FOUNDATION REQUIREMENT

I.Linguistic and Numerical Foundations/senate-dev/senate-dev/senatedev/senate-dev/sena

Linguistic and numerical foundations are requisite to thinking and communicating critically and creatively. Courses in this area teach students (1) to speak and write precisely, clearly, and persuasively; (2) to read and listen actively and with comprehension; and (3) to reason quantitatively as means of gaining and creating knowledge and drawing reliable conclusions. Every student's curriculum should be arranged so as to provide skills in each of these 3 areas.Because of its fundamental nature, this requirement should be completed within each student's first 30 credits of enrollment.

A REQUIREMENTS

Students may count one general-education course taught in the major for one general education course in areas II-V.Additional flexibility in allocating the 36 credits may be granted to a unit by the General Education Subcommittee.

II.Physical and Natural World/senate-dev/sen

Understanding of the physical and natural world requires comprehension of the role of human intelligence and imagination in formulating concepts; the role of observation and inference in investigations; how theories are formed, tested, and validated; the limitations inherent to scientific inquiry; and the impact of science and mathematics upon intellectual history. Such learning fosters scientific thinking; knowledge of the physical and natural world; and understanding of the human, social, and political implications of theories and research.

III.The Individual, Culture and Society/senate-dev/sena

Students must understand the nature and diversity of individuals, cultures and societies around the world. An exploration of behavioral, societal and cultural processes 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

9 credits

dits

6 credits

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.

IV.Humanistic Thought/senate-dev/senate-dev/senate-dev/senatedev/senate-dev dev/senate-dev dev/senate-dev dev/senate-dev

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 selfconcepts and heightened social consciousness.

V.Artistic Expression/senate-dev/senate-dev/senate-dev/senatedits dev/senate-dev dev/senate-dev dev/senate-dev/senate-dev/senate-dev/senate-dev/senate-dev/senatedev/senate-dev/senate-dev

Artistic expression requires practicing the fine and performing, the literary, the popular, or the applied arts as a means of exploring and enlarging human sensibilities.

ANCED STUDY REQUIREMENT

VI.Advanced Study/senate-dev/senate-dev/senate-dev/senatedev/senate-dev dev/senate-dev dev/senate-dev/senate-dev/senate-dev/senate-dev/senate-dev/senatedev/senate-dev/senate-dev/senate-dev

Building on Areas I-V, the advanced study requirement provides opportunities for synthesizing knowledge, preferably across disciplines. Advanced study courses are problem-oriented and require completion of a project. The requirement is fulfilled by completing two approved courses.

THE GENERAL EDUCATION SUBCOMMITTEE

Responsibility for administering the general education program shall reside with the chief academic officer, assisted by the General Education Subcommittee, which shall report to the Faculty through the Educational Policy Committee. Specifically, the subcommittee shall:

1. Recommend to the Senate all policies related to the campus general education program

6 credits

difs

2. Approve courses for incorporation in the areas of the general education core

3.Conduct an ongoing review of the goals and operations of the program, with biennial reports and recommendations to the Educational Policy Committee and the chief academic officer as appropriate.

The subcommittee shall be composed of seven Faculty and the chief academic officer or her/his designee. The elected representatives shall be elected by the Senate in such manner that at least four of the major academic units shall be represented. Members shall serve three-year terms, staggered so that approximately one-third of the membership shall rotate annually. The subcommittee shall elect a chair annually from among its elected members.