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SUBJECT: Statewide General Education Core implementation at IU Northwest

The IU Northwest Faculty Organization approved a revision and mapping of our General Education Plan to the Statewide General Education Transfer Core on April 19, 2013. This created a 30 credit-hour, outcome-based plan that maps the IU Northwest Campus Learning Outcomes to the new State outcomes, based upon competencies articulated by the Statewide General Education Transfer Committee. The framework will be effective for all new students (First Year and Transfers) beginning in the Fall 2013 session.

General Education at IU Northwest is assessed using a wide variety of assessment measures including embedded assessments, standardized instruments and survey results in the coursework identified as contributing to General Education at IU Northwest. The General Education/Assessment Committee and Office of Academic Affairs work with the assessment coordinators for the individual courses as they design and collect assessment data. Instructors, Departments, Schools and Colleges, the General Education/Assessment Committee, and the Office of Academic Affairs collect and analyzes data to make improvements to the General Education curriculum over time. Please see <http://www.iun.edu/~nwacadem/caslo/results/index.shtml> for our publically available assessment results for General Education to date.

Indiana Statewide Transfer General Education Core

Preamble

In 2012 the Indiana legislature enacted Senate Enrolled Act 182, thereby establishing the requirement for a Statewide Transfer General Education Core of at least 30 credit hours. The statute states that the Core must be based upon a set of competencies in areas agreed upon by the state educational institutions.

A Statewide Leadership Team was created to develop a framework for the Statewide Transfer General Education Core, and to provide oversight of the implementation process. The Statewide Leadership Team agreed upon six competencies, for which student learning outcomes would be developed. Faculty representatives from each institution met to agree upon the learning outcomes for each competency.

Each state educational institution is required to offer a general education program of at least 30 credit hours, which addresses these statewide competencies and the associated learning outcomes.

After May 15, 2013, a student who satisfactorily completes the requirements of the Statewide Transfer General Education Core in an Indiana state educational institution and then subsequently transfers to another Indiana state educational institution will not be required to complete the Statewide Transfer General Education Core requirements at the institution to which the student transfers. The established framework for the Statewide Transfer General Education Core includes two categories: “Foundational Intellectual Skills” and “Ways of Knowing.” Each category includes three competency areas.

The **Foundational Intellectual Skills** category includes:

- Written communication
- Speaking and Listening
- Quantitative Reasoning

The second category, **Ways of Knowing**, comprises learning outcomes in broad, disciplinary areas, and includes:

- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

Learning outcomes that relate to historical ways of knowing appear in both the Humanistic and Artistic, and the Social and Behavioral Ways of Knowing.

The statewide student learning outcomes for each competency are set out below.¹

¹ The full text of the student learning outcomes is available for each competency on the website of the Indiana Commission for Higher Education. See *Statewide General Education Core*, <http://www.in.gov/che/>

Guidance on the Implementation of the Statewide Transfer General Education Core

1. Each Indiana state educational institution will develop a transfer general education program of at least 30 credit hours.
2. Each Indiana state educational institution will make public how its general education program goals and learning outcomes correspond to the Statewide Transfer General Education Core competencies and associated student learning outcomes.
3. Each Indiana state educational institution will describe to other institutions how it will assure student mastery of the outcomes in the Statewide Transfer General Education Core.
4. Each Indiana state educational institution will be required to demonstrate that students transferring with the Statewide Transfer General Education Core have met the requirements of each competency by earning at least THREE credit hours in each of the six competencies, accounting for 18 credit hours.
5. Each Indiana state educational institution may determine the distribution of the additional 12 credit hours of the STGEC in accordance with both the competencies of the Statewide Transfer General Education Core and the curricular policies governing general education at the institution.
6. In determining whether a student has completed the requirements of the Statewide Transfer General Education Core, each state educational institution will make this determination consistent with state law in relevant areas, such as applying credit for Advanced Placement scores and approved dual credit courses.
7. Only coursework resulting in Advanced Placement credit, dual credit, and credit from regionally accredited institutions may apply to the Statewide Transfer General Education Core requirements. Institutions may accept other forms of credit according to their own existing policies, but these hours will not count towards the requirements of the Statewide Transfer General Education Core.
8. A minimum GPA of 2.0 for the 30 hours of courses within the Statewide Transfer General Education Core is required to meet the standard for satisfactory completion.
9. Once a student has satisfactorily completed the requirements of the Statewide Transfer General Education Core at an Indiana state educational institution, the institution will validate and then document that completion on the student's official transcript. If that student subsequently transfers to another state educational institution, the receiving institution will accept that documentation as satisfying its own Statewide Transfer General Education Core requirements. Furthermore, the receiving institution will apply toward satisfying the transfer student's degree requirement of at least 30 credit hours of transfer credit.
10. Successful completion of the Statewide Transfer General Education Core requirements is not a guarantee of admission to a particular state educational institution.
11. Students matriculating after May 1, 2013, are eligible for the Statewide Transfer General Education Core. Currently enrolled students may change their catalog year to Fall 2013 to be eligible.
12. Should there be residency requirements for general education at the receiving institution, there will be waived for students who have met the requirements of the Statewide Transfer General Education Core.

The Statewide Transfer General Education Core does not change any requirements for a major or other degree objective. If any course within the Statewide Transfer General Education Core which is a requirement for a major or other degree objective at the receiving institution does not meet the grade requirement for the major, the receiving institution may require the student to repeat the course. It is absolutely critical that students work closely with their academic advisors to determine what relationship, if any, exists between requirements for general education and requirements for a specific major and/or other degree objective.

Statewide General Education Core Mapping for IU Northwest Total = 30

1. *Written Communication*²

State-wide General Education Core Learning Outcomes	IU Northwest General Education (Reading, Writing and Information Literacy) Learning Outcomes	IU Northwest Competency/Course(s) 3 cr.
1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.	Draft and revise written texts that provide readers with effectively organized and clearly integrated support—in the form of illustrations and examples, relevant and sufficient data, and other pertinent sources of information and ideas—of a well-formulated thesis.	IUN fulfillment: P1, D1 Reading/Writing, D3 Logical Reasoning, D6 Information Literacy and D7 Learning Technology Elementary Composition
1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.	Analyze and evaluate the relationship between a writer's central purpose in a text and the rhetorical means—ethical, emotional, and logical—used to advance that purpose.	
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.	Read actively and critically, analyzing and evaluating a writer's ideas and assumptions, use of illustrations, examples and evidence, and the effectiveness of the structure and style of challenging written texts.	
1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.	Use the writing process as a tool of inquiry to discover, explore, test, and develop ideas.	
1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.	Incorporate the words and ideas of others correctly and effectively, as support of the text's thesis.	
1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.	Edit written texts for clarity and appropriateness of style, precision of language, and correctness in grammar and punctuation, and adhere to the expectations of an appropriate documentation style.	
1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from	Determine the nature and extent of the information and the information sources needed.	

<p>electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).</p>	<p>Access the information efficiently from a diverse set of information sources</p> <p>Evaluate the information sources critically and incorporate selected information into papers and projects.</p> <p>Utilize information sources ethically and effectively document and communicate acquired information to accomplish a specific purpose.</p>	
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² The written communication learning outcomes are expressed with the understanding that attention to the rhetorical situation is inherent within each. In addition, the following competencies entail facility with information literacy, which is defined by the Association of American Colleges and Universities as "The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand" (<http://www.aacu.org/value/rubrics/InformationLiteracy.cfm>).

2. Speaking and Listening

State-wide General Education Core Learning Outcomes	IU Northwest General Education (Oral Communication) Learning Outcomes	IU Northwest Competency/Course(s) 3 cr.
2.1. Use appropriate organization or logical sequencing to deliver an oral message.	Demonstrate a clearly defined purpose through an effective delivery of oral presentations that manifest logical organization, proper grammar, appropriate word choices, and coherent sentence structure.	IUN fulfillment: P1, D2 Oral Communication, D3 Logical Reasoning, D6 Information Literacy and D7 Learning Technology Public Speaking
2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.	Present a central idea, clearly reasoned arguments, and an audience-centered perspective that takes account of communicative differences across cultures. Demonstrate effective use of media and technologies that enhance the presentation.	
2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.		
2.4. Advance an oral argument using logical reasoning.	Demonstrate a clearly defined purpose through an effective delivery of oral presentations that manifest logical organization, proper grammar, appropriate word choices, and coherent sentence structure.	
2.5. Provide credible and relevant evidence to support an oral argument.	Demonstrate effective use of media and technologies that enhance the presentation.	
2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.	Engage in ethical practices that include citation of credible sources.	
2.7. Summarize or paraphrase an oral message to demonstrate comprehension.		

3. Quantitative Reasoning³

State-wide General Education Core Learning Outcomes	IU Northwest General Education (Quantitative Reasoning) Learning Outcomes	IU Northwest Competency/Course(s) 3-5 cr.
3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).	Use mathematical models such as formulas, graphs, tables to draw inferences.	IUN fulfillment: P1, D4 Mathematical Reasoning and D3 Logical Reasoning Specific math course required by major
3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).	Represent mathematical information symbolically, visually, numerically, and verbally.	
3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.	Demonstrate the ability to effectively use arithmetic, algebraic, geometric, logical and/or statistical methods to model and solve real world problems.	
3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.	Use mathematical models such as formulas, graphs, tables to draw inferences.	
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.	Demonstrate the ability to effectively use arithmetic, algebraic, geometric, logical and/or statistical methods to model and solve real world problems.	
3.7. Cite the limitations of the process where applicable.		
3.8. Clearly explain the representation, solution, and interpretation of the math problem.	Demonstrate the ability to effectively use arithmetic, algebraic, geometric, logical and/or statistical methods to model and solve real world problems.	

³ 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

4. Scientific Ways of Knowing

State-wide General Education Core Learning Outcomes	IU Northwest General Education (Scientific Reasoning) Learning Outcomes	IU Northwest Competency/Courses 3 cr.
4.1. Explain how scientific explanations are formulated, tested, and modified or validated.	Demonstrate the ability to identify and explain how scientific theories are formulated, tested, and validated.	IUN fulfillment: P1, D5 Scientific Reasoning, D3 Logical Reasoning D6 Information Literacy and D7 Learning Technology Natural science course
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.	Demonstrate the ability to integrate and apply scientific methods which include defining parameters of problem, seeking relevant information, subjecting proposed solutions to rigorous testing, and drawing conclusions based on the process.	
4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.	Demonstrate the ability to integrate and apply scientific methods which include defining parameters of problem, seeking relevant information, subjecting proposed solutions to rigorous testing, and drawing conclusions based on the process.	
4.5 Use current models and theories to describe, explain, or predict natural phenomena.	Demonstrate the ability to integrate and apply scientific methods which include defining parameters of problem, seeking relevant information, subjecting proposed solutions to rigorous testing, and drawing conclusions based on the process.	
4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.	Demonstrate the ability to integrate and apply scientific methods which include defining parameters of problem, seeking relevant information, subjecting proposed solutions to rigorous testing, and drawing conclusions based on the process.	

5. Social and Behavioral Ways of Knowing

State-wide General Education Core Learning Outcomes	IU Northwest General Education (Social and Behavioral Sciences and Cultural and Historical Studies) Learning Outcomes	IU Northwest Competency/Courses 6 cr.
5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.	Explain behavior using social or behavioral science theories and concepts.	IUN fulfillment: P2, D S&B Social and Behavioral Science courses
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.	Explain the methods of inquiry used by social or behavioral scientists.	
5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.	Explain behavior using social or behavioral science theories and concepts.	
5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.	Demonstrate knowledge about diverse cultures and societies. Explain the factors that influence how different societies organize themselves or how individual differences influence various spheres of human activity.	
5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.	Demonstrate knowledge of the experiences and worldviews of groups defined by ethnicity, race, social class, language, religion, age, gender, sexual orientation, or disabilities. Analyze the interconnectedness of global and local concerns or explain how political or historical processes shape civilizations.	

6. Humanistic and Artistic Ways of Knowing

State-wide General Education Core Learning Outcomes	IU Northwest General Education (Arts and Humanities and Cultural and Historical Studies) Learning Outcomes	IU Northwest Competency/Courses 6 cr.
6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.	Demonstrate an understanding of a broad range of significant literary, philosophical, historical, linguistic, or religious works and approaches. Demonstrate an understanding of how the fine, performing or creative arts contribute to many aspects of human experience.	IUN fulfillment: P2, D A&H, D C&H 1 each of Arts and Humanities and Cultural and Historical Studies courses
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.	Articulate how intellectual traditions from diverse parts of the world shape present cultures.	
6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.	Demonstrate an understanding of how the fine, performing or creative arts contribute to many aspects of human experience.	
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.	Articulate how intellectual traditions from diverse parts of the world shape present cultures.	
6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.	Articulate how intellectual traditions from diverse parts of the world shape present cultures. Demonstrate knowledge about diverse cultures and societies.	

	Explain the factors that influence how different societies organize themselves or how individual differences influence various spheres of human activity.	
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State-wide General Education Core Learning Outcomes	IU Northwest General Education (Arts and Humanities and Cultural and Historical Studies) Learning Outcomes	IU Northwest Competency/Courses 6 cr.
		IUN fulfillment: P2, D C&H A&H and M,P&LS (courses must be in different domains)

Additional General Education Requirements at IU Northwest

State-wide General Education Core	IU Northwest General Education	IU Northwest Competency/Courses
	<p>Demonstrate the ability to identify and explain how scientific theories are formulated, tested, and validated.</p> <p>Demonstrate the ability to integrate and apply scientific methods which include defining parameters of problem, seeking relevant information, subjecting proposed solutions to rigorous testing, and drawing conclusions based on the process.</p>	<p>Principle 1 D5 Scientific Reasoning – Natural Science Lab</p>
	<p>Goals for 7 domains can be found here - http://www.iun.edu/general-education/principles/principle-1.htm</p>	<p>Principle 1 Advanced Level –competency met within Program requirements</p>
	<p>Raise vital questions and problems, formulating them clearly and precisely</p> <p>Gather and assess relevant information, using abstract ideas to interpret it effectively</p> <p>Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards</p> <p>Think open-mindedly about alternative systems of thought or beliefs, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and</p> <p>Communicate effectively with others in figuring out solutions to complex problems</p> <p>IU Northwest students should be able to apply these skills</p>	<p>Principle 3 Critical Thinking, Integration and Application of Knowledge - competency met within Program requirements – Capstone course</p>

	within their disciplines.	
	<p>Demonstrate understanding of cultural diversity in a variety of contexts.</p> <p>Demonstrate understanding of the relationships between social structures, social justice, and human rights.</p> <p>Demonstrate understanding of racial minority experiences and diverse worldviews and the manner in which they shape U.S. culture and the world.</p>	<p>Principle 4 Diversity - competency met within Program requirements</p>
	<p>Demonstrate the ability to reason ethically and apply ethical principles when making decisions.</p> <p>Demonstrate an awareness of the responsibilities and roles of being a citizen and strategies for being involved in a democratic society.</p>	<p>Principle 5 Ethics and Citizenship - competency met within Program requirements</p>