THE IUPUC PROMISE: All undergraduate students at IUPUC take courses from two synergistic curricular frameworks: the coursework in the major and the general education coursework. Both sets of courses work together to prepare the student for a career, for advanced study beyond the bachelor’s degree, and for local and global citizenship. The General Education program of study at IUPUC is a promise to students, to their families, and to their future employers, that they, as IUPUC graduates, meet and demonstrate with proficiency a set of common competencies. These general education common competencies include foundational skills of written and oral communication, and mathematical modeling. Through general education coursework all IUPUC graduates will demonstrate a breadth of knowledge derived from the a) arts and humanities, b) natural, quantitative and information sciences, and c) social and historical studies. And through general education coursework that promotes questioning and complex problem-solving, all IUPUC graduates will demonstrate active cross-cultural inquiry, research and advanced writing competencies, and an understanding of global and ethical issues they will face as members of contemporary society.
IUPUC General Education Competencies

I. Foundational Skills
   A. Core Communications
      1. Discover, explore, and analyze ideas, taking into account diverse sources and viewpoints; present the results in writing with attention to appropriate genre, audience expectations, and rhetorical conventions.
      2. Demonstrate both a) proficiency in oral discourse in a variety of formats and b) the ability to evaluate oral presentations according to established criteria.
   B. Mathematical Modeling
      3. Solve problems and be able to make inferences by application of appropriate mathematical models
      4. Be able to create appropriate mathematical models such as graphs, tables and equations.

II. Areas of Knowledge
   A. Natural, Quantitative, and Information Sciences
      5. Demonstrate the ability to explain and use natural scientific vocabulary and concepts, the ability to describe methods applicable to answering scientific questions, and the ability to articulate criticism of scientific debates and discoveries.
      6. Demonstrate the ability to obtain, analyze, interpret and criticize qualitative observations and quantitative measurements to explain natural phenomena and to test hypotheses.
      7. Perform the basic operations of personal computer use and critically assess technological worth; filter, analyze, and critique information and experience.
   B. Arts and Humanities
      8. Demonstrate an understanding and appreciation of the complexity of the human experience, the arts and aesthetics, and the great ideas and cultures of the world.
      9. Interpret and critically evaluate the creative products of human expression.
   C. Social and Historical Studies
      10. Understand the methods social scientists use to explore social phenomena; describe forces (e.g. economic, social, political) that influence behavior.
      11. Understand how people have existed, acted and thought in the past in various parts of the world; describe the social and historical forces that impacted them and how those forces might influence contemporary society.

III. Modes of Inquiry
   A. World Languages and Cross-Cultural Inquiry
      12. Demonstrate both a) an understanding and appreciation of the complexity of world cultures and b) the ability to think transnationally or transculturally about social, political, economic, aesthetic, or technological issues.
   B. Researched Writing
      13. Demonstrate the ability to determine the nature and extent of research materials needed, evaluate information and sources critically, and write persuasively through the effective use of evidence derived from appropriate sources.
   C. Ethical Inquiry
      14. Demonstrate personal and social responsibility by using knowledge in the service of society.
      15. Demonstrate ethical reasoning; convey understanding of how ethical issues and values frame and shape human conduct and ways of life.
The IUPUC Vision for General Education

In designing a common general education experience for IUPUC students, faculty were guided by the Association of American Colleges “principles for effective general education programs (Association of American Colleges: 1994). Twelve overarching principles outlined by AACU provided a framework for the design of the curriculum, for the articulation of desired competencies (learning outcomes), and in defining the process of managing the ongoing continuous improvement work associated with a dynamic approach to teaching and learning within general education coursework. These principles state that “strong general education programs:

1. Explicitly answer the question, ‘What is the point of general education?’
2. Embody the institutional mission
3. Continuously strive for educational coherence
4. Are self-consciously value-based and teach social responsibility
5. Attend carefully to student experience
6. Are consciously designed so that they will continue to evolve
7. Require and foster academic community
8. Have strong faculty and administrative leadership
9. Cultivate substantial and enduring support from multiple constituencies
10. Ensure continuing support for faculty, especially as they engage in dialogues across academic specialties
11. Reach beyond the classroom to the broad range of student co-curricular experiences

Through benchmarking with other institutions, including those in the Indiana University system, a general education plan evolved beginning in Fall of 2010 through the work of the Assurance of Learning Committee, an ad hoc committee appointed by Vice Chancellor and Dean, Marwan Wafa. The committee set an implementation goal of Fall 2012.


AOL March 1, 2012