

IU South Bend Campuswide General Education Requirements

WHAT IS GENERAL EDUCATION?

A general education program is designed to address the following questions: What is an educated person? What should educated people know and be able to do when they graduate from college?

The general education program at IUSB establishes a learning environment that serves the academic, civic, cultural, and career needs of an educated citizen within the global community. The campuswide general education curriculum provides students with knowledge of the basic tenets of a variety of academic disciplines and the skills to function effectively in positions of responsibility and leadership. It instills in students an appreciation of the interconnectedness of disciplines, the diversity of human cultures and experiences, self-awareness conducive to personal growth, and a love of learning.

The general education curriculum complements the depth and focus of our major programs and ensures that graduates will have the breadth of experience that enables them to think critically, communicate clearly, act professionally and ethically, and appreciate wisdom and beauty. In this way, it prepares students to be successful in their chosen professions and become valued citizens and leaders within their communities, individually enriched by their studies and stimulated by the spirit of discovery.

The campus-wide general education curriculum is composed of three elements and requires a total of between 33 and 39 credit hours of course work.

- I. Fundamental Literacies Courses (13-19 cr.)
- II. Common Core Courses (12 cr.)
- III. Contemporary Social Values Courses (8 cr.)

THE FUNDAMENTAL LITERACIES

Writing – The ability to write clearly and correctly is arguably the most important academic skill an individual can acquire.

Critical Thinking – The ability to analyze an argument and recognize its strengths and weaknesses is a hallmark of an educated person. This ability develops fully through repeated practice in a wide variety of courses throughout a student's academic career.

Oral Communication – It is important to develop skill both in formal oral presentations and the ways in which oral communication can be enhanced and expanded by non-verbal means.

Quantitative Reasoning – Mathematics has long been a standard component of the university curriculum. Aside from the obvious practical utility of some mathematical topics, the study of mathematics can develop skill in the application of logic and, in some cases, critical thinking skills.

Check when Complete	Campuswide General Education Requirements*	Course	Sem/Yr. /Grade
FUNDAMENTAL LITERACIES: The development of certain fundamental skills is necessary for success in academic pursuits and also for success and fulfillment in life beyond the university.			
<input type="checkbox"/>	A. Writing (requires C or higher)	ENG-W 131	
<input type="checkbox"/>	B. Critical Thinking		
<input type="checkbox"/>	C. Oral Communication	SPCH-S 121	
<input type="checkbox"/>	D. Visual Literacy		
<input type="checkbox"/>	E. Quantitative Reasoning		
<input type="checkbox"/>	F. Information Literacy (1 cr.)	COAS-Q 110	
<input type="checkbox"/>	G. Computer Literacy		
COMMON CORE COURSES**: One course in each of the following areas. One course must be at the 300-level. Prerequisites may be required for 300-level courses.			
<input type="checkbox"/>	A. The Natural World AST, BIOL, CHEM, GEOL, PHYS, etc.		
Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society.			
<input type="checkbox"/>	B. Human Behavior and Social Institutions ANTH, POLS, PSY, SOC, etc.		
Develops insights into human nature, the nature of social institutions, and the social processes that have shaped the world of the 21 st century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.			
<input type="checkbox"/>	C. Literary and Intellectual Traditions CMLT, ENG, FINA, HIST, PHIL, etc.		
Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, ideas of truth, ideas of beauty, ideas of community, ideas of nature, ideas of conflict. Writing-intensive, discussion-focused.			
<input type="checkbox"/>	D. Art, Aesthetics and Creativity CMLT, ENG, FINA, HIST, MUS, PHIL, THTR, etc.		
Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process students will explore relationships to other individuals and cultures, and will review the implications of their learning for their personal, academic, and professional pursuits.			
CONTEMPORARY SOCIAL VALUES			
<input type="checkbox"/>	A. Non-Western Cultures		
<input type="checkbox"/>	B. Diversity in U.S. Society		
<input type="checkbox"/>	C. Health and Wellness (2 cr.)		

