



# **ACADEMIC ALERT #2003-11**

**DATE:** May, 2003  
**DECISION:** National-Louis University Office of the Provost

## **Revised National-Louis University General Education Program**

**Approved by Faculty Senate: December 2002**  
**Policies Adopted by Senate Curriculum Committee: February 2003**  
**Approved by General Education Committee: March 2003**  
**(General Education Core Requirements, Catalog Copy)**

### **Rationale**

The 2001 North Central Association Team Report on National-Louis University offered several criticisms of the institution's general education program and requested a follow-up report on general education by September 1, 2003. The revised University General Education Program addresses these concerns, and provides NLU with a coherent general education program.

### **Policy Adopted by Faculty Senate, December 2002**

The Senate Curriculum Committee has responsibility for oversight and review of the University's general education program. The SCC reviews the general education requirements of each undergraduate degree program to ascertain that they are consistent with the University's general education philosophy and statement of core competencies, with power to approve or disapprove the requirements. The SCC also has responsibility for verifying that the courses (whether from NLU or another institution), tests, portfolios, or other alternatives offered in satisfaction of the requirements are academically appropriate.

**IMPLEMENTATION DATE: June 1, 2003**

**CONTACTS: Lee Ramsey, Professor Emeritus, CAS ext 2248; Chair of Senate Curriculum Committee (chair may change annually); Mary Alice Freeman, Professor, CAS ext 2407**

**SIGNATURE**

**Carol R. Melnick, Ph.D.**  
**Vice Provost**

### **Policies Adopted by the Senate Curriculum Committee, February 2003**

The faculty of bachelors degree programs at NLU will determine the appropriate requirements for their programs, including general education requirements, subject to the following guidelines.

1. All programs must require a minimum of 60 quarter hours (40 semester hours) or the equivalent in general education credit (coursework or AP, CLEP, DANTEs or portfolio credit).
2. In terms of distribution, programs must require a minimum of one course or the equivalent specifically addressing general education competencies (at least 4 quarter hours/3 semester hours) in each of the seven areas listed under “fields of knowledge” in the core requirements: communications; humanities; fine arts; quantitative reasoning; physical and life sciences; social sciences; behavioral science.
3. Programs may choose to have requirements in the remaining three areas (information and technology literacy; analytical skills; ethics, values and human diversity) met either in dedicated general education courses (or equivalents) or as components in courses in the major. However, programs must specify particular required courses or required options in which these requirements will be fulfilled.
4. Where necessary, the university must create and support options for students to meet these requirements, for instance by providing appropriate and accessible FOCUS classes and portfolio opportunities.
5. As soon as possible, but no later than April 7, 2003, program faculty should prepare catalog copy explaining their program’s requirements and showing how they meet these guidelines. These requirements will then be submitted to the Senate Curriculum Committee for approval.
6. The faculty of each program are also responsible for seeing that the University Course Outlines of all courses used for general education credit clearly state that fact and indicate how the general education competencies in the courses are assessed.

The CAS Curriculum Council should advise and consult with the Assessment Center on alternative options for fulfilling general education requirements. This committee should include NCE and CMB faculty representatives when issues involving the Assessment Center are considered.

The University Connection in fall 2003 should contain a workshop in which faculty can meet with Assessment Center personnel, explore the available options for students to meet general education requirements, and suggest additions or modifications to the Center’s offerings.

Processes for developing new transfer guides or changing existing transfer guides should be approved by the Senate Curriculum Committee in order to assure faculty input and oversight.

### **General Education Core: Requirements**

[Catalog copy, approved by the General Education Committee, March 2003]

General education “is not directly related to a student’s formal technical, vocational, or professional preparation; it is a part of every student’s course of study, regardless of his or her area of emphasis, and it is intended to impart common knowledge, intellectual concepts, and attitudes that every educated person should possess.” (NCA Handbook of Accreditation, 2<sup>nd</sup> ed., 1977, 23)

The following skills, knowledge and abilities are integrated throughout the student’s academic experience in the university.

#### **Information and Technology Literacy**

Students will learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively. They will be able to identify technological applications and devices appropriate to tasks and will acquire skills necessary to use them effectively.

#### **Analytical Skills**

Students will learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.

### **Ethics, Values, and Respect for Human Diversity**

Students will gain an understanding of the personal and social importance of ethical values and social reasoning. They will develop recognition of and respect for the diversity of social organizations and cultures throughout an ever-changing and evolving world.

## **Field of Knowledge I: Communications, Humanities, and Fine Arts**

### **Communications**

Students will learn to acquire and exchange information accurately from a variety of sources. Using appropriate methodologies, they will develop the ability to speak, read, write, and listen with understanding and critical discernment.

Appropriate coursework or experiences: Oral and written communications.

### **Humanities**

Students will examine the human conditions through the study of a variety of fields and disciplines, including language, literature, history, philosophy, religion, and ethics.

Appropriate coursework or experiences: History (U.S. and Western; intellectual history), literature, philosophy, religion, foreign language, linguistics.

### **Fine Arts**

Students will be exposed to, experience, participate in, and create artistic expression in a variety of forms and contexts.

Appropriate coursework or experiences: Art, music, theatre.

## **Field of Knowledge II: Quantitative Reasoning, Physical and Life Sciences**

### **Quantitative Reasoning**

Students will understand quantitative concepts and perform basic operations at the college level. They will understand the possible multiple interpretations of data and will be able to respond critically and appropriately to concepts, arguments, and conclusions based on numbers and statistics in both abstract and concrete contexts.

Appropriate coursework or experiences: Mathematics/statistics, research methods.

### **Physical and Life Sciences**

Students will learn and apply appropriate scientific methods in order to identify, understand, compare, apply, and evaluate natural and physical phenomena.

Appropriate coursework or experiences: Chemistry, physics, astronomy, geology, biology, microbiology, genetics, ecology and conservation, zoology.

## **Field of Knowledge III: Social and Behavioral Sciences**

### **Social Sciences**

Students will understand the organization of social institutions and the emergence and structure of society through the application of appropriate concepts, as well as theoretical and methodological frameworks.

Appropriate coursework or experiences: Anthropology, economics, geography, cultural and ethnic history, political science, sociology.

### **Behavioral Science**

Students will understand concepts and theories that seek to explain human behavior, mental processes and development throughout the life span, and the application of behavioral science principles in a variety of settings.

Appropriate coursework or experiences: Psychology and related behavioral science areas.

The above competencies will be documented by students and assessed by the university on the basis of the knowledge, skills, and abilities acquired prior to admission to NLU, during coursework at NLU, and as part of field experiences.

NLU requires all students to have a minimum of 60 quarter hours of coursework (or the equivalent) in general education credit, including at least one course (4 quarter hours or more) in each of the seven field-of-knowledge areas above. Many degree programs have additional requirements. Please refer to the individual program descriptions later in this catalog.

Students who have completed an Illinois Articulation Initiative (IAI) general education core at another Illinois college or university may transfer this core to meet NLU's general education core requirements. Departments or programs may require additional courses as part of programmatic requirements.

Students who are interested in transferring NLU's general education core to another IAI college or university must work closely with their adviser to ensure that they choose the appropriate course distribution and levels of courses to meet IAI requirements.