General Education (BVU 2016)

**BVU Signature Skills**
- problem solving
- integrative learning
- effective communication

**Foundations**

**Mathematics (3 credit-hours)**
- [problem solving]
  - MATH 100: Algebra Review
  - Math ACT 18 or lower must complete MATH 050 before MATH 100
  - Math ACT 19-24 may begin with MATH 100
  - Math ACT of 25 or higher are exempt from math foundation requirement

**Communication (9 credit-hours)**
- [effective communication]
  - Written Communication I and II (ENGL 100 and ENGL 200)
  - English ACT of 15 or lower must complete ENGL 050 before ENGL 100
  - English ACT of 30 or higher encouraged to explore “test-out” option
  - Oral Communication (COMM 100)
  - Oral communication test-out available

**Explorations**

**Humanities (12 credit-hours)**
- [integrative learning]
  - 4 courses from 3 different areas
    - COMM 180, DIGI 210, EDCO 280, ENGL 220, 250, 260, 276, ENGL/TEA 350, ENGL/TEA 395
    - ENGL/TEA 411, GWST 110, HIST 101, 102, 111, 112, 125, 230, 238, 240, 241, 242
    - 284, 315, 342, HONR 230, PHI 100, 110, 130, 240, PHI/RELI 335, PHI/RELI 336, PHI/RELI 340
    - PHI/SOCI 361, REL 102, 111, 112, 125, SPAN 101, 201, 301
    - GWST 110, SEDU 335, TESL 270

  - At least two courses must be designated as Humanities Global Perspectives (HGP) [integrative learning].
  - At least one course must be designated as Humanities Writing Intensive (HWI) [effective communication].

**Science (9 credit-hours)**
- [problem solving]
  - Computational Science (3 credit-hours)
    - computer science or math
    - CMSC 160, 181, HONR 221, MATH 130, 140, 141, 143, 145, 160, 161
  - Life Science (3 credit-hours)
    - biology, environmental science
    - BIOL 103-115, 120, 142, 163, 164, 303, ENVS 103, 105, 201, HONR 222
  - Physical Science (3 credit-hours)
    - chemistry, general physical science, physics
    - CHEM 110, 115, 151, ENVS 110, GENS 115, 130, 300, 320, HONR 223, PHYS 101, 110, 201, 211

**Social Science (9 credit-hours)**
- [effective communication]
  - 3 courses from 3 different areas
    - COMM 280, 355, CRIM 101, 102, ECON 200, EDCO 245, EDCO 246, HONR 210, HMSV 351
    - PSCI 110, 115, PSY 245, PSY 165, 320, 360, PSYC 100, 102, PSY/SOCI 203
    - SCWK/SOCI 100, SCWK 200, 265, 361, SOCI 101

  - At least one course must be designated as Critical Thinking and Writing (CTW).

**Interdisciplinary Capstone**
- IDST 400: Challenges of the 21st Century
2016-2017

Buena Vista University

Guide to the Program in General Education [Updated 8/25/2016]

Bradley Best, Ph.D.
Director of General Education
CONTENTS

Part I. Overview -- The Four Components of the General Education Program

Interdisciplinary Capstone

Explorations

Foundations

University Seminar (part of the First Year Experience)

Part II. BVU Signature Skills – Problem Solving, Integrative Learning, and Effective Communication

Alignment of General Education “Area” Objectives and Signature Skills

General Education Capstone, University Seminar, Transfer Seminar, and BVU Seminar

Part III. Explorations and Foundations Requirements

Part IV. Assessment in General Education Courses – Getting Started

Part V. Contact Information / Governance Activity
PART I. Overview -- The Four Components of the General Education Program – Beginning Fall 2016

Note: A completed Associate of Arts degree exempts a transfer student from OBVU 100 University Seminar and all general education Foundations and Explorations courses. Students who have a completed A.A. degree but fewer than 88 credit-hours are required to take the one credit-hour transfer seminar, OBVU 200. All students must complete the interdisciplinary capstone, IDST 400.

**Interdisciplinary Capstone: IDST 400 Challenges of the 21st Century** [3 credits]

- Required of all students regardless of undergraduate degree program, students enroll in IDST 400 Challenges of the 21st Century after completing the Foundations requirement and a minimum of 24 credit hours of Explorations courses.

**Explorations** [36 credits]

- Students must complete requirements in five disciplinary areas:
  - **Fine Arts** – 3 credits
  - **Business** – 3 credits
  - **Social Science** – 9 credits
    - includes a requirement that students complete a “Critical Thinking and Writing” designated course
  - **Humanities** – 12 credits
    - includes requirements in “Global Perspectives” and “Writing Intensive” courses
  - **Science** – 9 credits
    - computational science
    - life science
    - physical science

**Foundations** [12 credits]

- Students must complete requirements in two disciplinary areas
  - **Communication** – 9 credits
    - written communication – 6 credits
    - oral communication 3 credits
  - **Mathematics** – 3 credits

**University Seminar (part of the First Year Experience)** [3 credits] or OBVU 200 Transfer Seminar [1 credit]

- OBVU 100: University Seminar is required of all students entering BVU with fewer than 30 previously earned college credits.
- OBVU 200 Transfer Seminar is required of matriculating students who’ve earned 30-87 credits. Storm Lake student must register for OBVU 200 in their first semester of enrollment. Online, Sites, and Graduate Program (OSGP) students must register for OBVU 200 in one of their first two terms of enrollment.
Part II. BVU Signature Skills – Problem Solving, Integrative Learning, and Effective Communication

The four components of the General Education Program -- University Seminar, Foundations, Explorations, and the Interdisciplinary Capstone – pursue (a) learning objectives aligned with distinct disciplinary areas, such as the Fine Arts, Business, or the Humanities, and (b) institution-wide learning goals referred to as Signature Skills. Furthermore, students’ success in acquiring the proficiencies associated with the Signature Skills is especially dependent on their commitment to meeting the expectations of the faculty in each of the Explorations and Foundations areas of the General Education program. The Three Signature Skills – problem solving, integrative learning, and effective communication – are, it must be emphasized, the rationale for the several components of the General Education program and the ultimate, distinguishing marks of success in Buena Vista University’s General Education Program.

In the pages that follow, please note the descriptions and definitions of each Signature Skill. In addition, please notice the ways in which each of the four components of the General Education program are purposefully aligned with the Signature Skills. OBVU 100: University Seminar, for example, introduces students to the responsibilities of membership in a community of intellectuals and provides meaningful orientation to the three Signature Skills. IDST 400, the General Education capstone course, challenges students to demonstrate the cumulative effects of exposure to a wide range interrelated skills and disciplinary perspectives.

The final eight pages of the Buena Vista University Guide to General Education provide a detailed explanation of the purposes and course requirements of the Explorations and Foundations components of the General Education program.
PROBLEM SOLVING

Graduates of Buena Vista University are expert problem solvers. The breadth of study in the General Education program alerts students to multiple pathways for inquiry and competing frameworks for analysis. The General Education program instills an appreciation for the complexity of the world we inhabit and confers a capacity to contextualize the discipline-specific competencies earned by completing one or more academic majors. The effect is a superior talent for ascertaining causal processes underlying difficult problems, envisioning potential solutions, and critically assessing the implications of strategies for resolving the world’s most compelling puzzles.

The Association of American Colleges and Universities defines problem solving in the following way: “Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.” [Definition courtesy of the Association of American Colleges and Universities]

Problem solving skills are developed, practiced, and enhanced in all four components of the General Education Program. Problem solving is a particular focus of coursework in the following areas:

- **Interdisciplinary Capstone** → IDST 400: Challenges of the 21st Century
- **Explorations Areas** → Business and Science (computational, life, and physical)
- **Foundations** → Mathematics
- **First Year Experience** → OBVU 100: University Seminar
INTEGRATIVE LEARNING

Graduates of Buena Vista University are distinctly able to think across multiple knowledge domains and disciplinary categories. They search for and discover meaningful “theory-to-practice” and “practice-to-theory” connections. The events, problems, and ideas of the past and contemporary periods are explored in full view of the fact that in the course of their professional lives students will encounter challenges best characterized as entirely new and “unscripted.”

The Association of American Colleges and Universities defines integrative learning in the following way: “Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.” [Definition courtesy of the Association of American Colleges and Universities]

The habits of mind that describe integrative learners are purposefully developed, practiced, and enhanced in three of the four components of the General Education Program. Integrative learning is a particular focus of coursework in the following areas:

- **Interdisciplinary Capstone** → IDST 400: Challenges of the 21st Century
- **Explorations Areas** → Fine Arts and Humanities (including Humanities Global Perspectives courses)
  - **First Year Experience** → OBVU 100: University Seminar
EFFECTIVE COMMUNICATION

Graduates of Buena Vista University possess superior talent for crafting and relating ideas in many forms, formats, and media. Though in-and-of-itself a worthy skill, effective communication is the proficiency that never fails to enhance the market-relevance of all other aptitudes and abilities. Thus, effective communication is pursued -- vigorously and rigorously -- in all four components of the General Education program.

Buena Vista University recognizes the following definition of effective communication: “Effective communication is the development and expression of ideas in written, oral, and other forms. Effective communication involves learning to work in many genres and styles. It can involve working with many different technologies and mixing texts, data, and images. Effective communication abilities develop through iterative experiences across the curriculum.” [A modification of the Written Communication definition provided by the Association of American Colleges and Universities]

Communication skills are developed, practiced, and enhanced in all four components of the General Education Program. Effective communication is a particular focus of coursework in the following areas:

- **Interdisciplinary Capstone** → IDST 400: Challenges of the 21st Century
- **Explorations Areas** → Social Science (including critical thinking and writing courses) and Humanities Writing Intensive courses
- **Foundations** → Written Communication, Oral Communication
- **First Year Experience** → OBVU 100: University Seminar
Alignment of General Education “Area” Objectives and BVU Signature Skills

<table>
<thead>
<tr>
<th>Curricular Component</th>
<th>Signature Skill #1: Problem Solving</th>
<th>Signature Skill #2: Integrative Learning</th>
<th>Signature Skill #3: Effective Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Capstone</td>
<td>IDST 400</td>
<td>IDST 400</td>
<td>IDST 400</td>
</tr>
<tr>
<td>Intellectual Explorations</td>
<td>Business</td>
<td>Fine Arts</td>
<td>Social Science</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Humanities</td>
<td>Social Science (CTW)</td>
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<tr>
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<td>-computational</td>
<td>Humanities (HGP)</td>
<td>Humanities (HWI)</td>
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<tr>
<td>Foundations</td>
<td>Mathematics</td>
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<td>Written and Oral Comm.</td>
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<tr>
<td>First Year Experience</td>
<td>Univ. Seminar</td>
<td>Univ. Seminar</td>
<td>Univ. Seminar</td>
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</tbody>
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Note: Each General Education – Explorations “area” aligns with one BVU Signature Skill. Within each Explorations “area” faculty are free to align any specific course with a second or third Signature Skill. For example, PSCN 110, a Social Science – Explorations course, is principally aligned with BVU Signature Skill #3: Effective Communication. PSCN 110 might also, at the discretion of the instructor, and in consultation with the General Education Committee and Director of Assessment, align with BVU Signature Skill #1: Problem Solving. Thus, each Signature Skill is supported in the curriculum by General Education-Explorations “areas,” and courses within those areas, not depicted in the diagram above.
General Education Capstone, University Seminar, and Requirements for Transfer Students

General Education Capstone -- IDST 400: Challenges for the 21st Century (Three credits required)
IDST400 serves as a culminating seminar experience in the general education component of the BVU curriculum. Required of all students who seek a baccalaureate degree, IDST400 is an interdisciplinary investigation of the most vexing issues facing human beings, their societies, and their planet. Particular attention is paid to emerging technologies, new paradigms for learning, changing conceptions of community, and the opportunities of living in a globalized world. IDST400 emphasizes problem solving skills, the habits of integrative learning, and effective communication. Pre-requisite: Students who enter BVU without an approved associate’s degree and seek the B.A. or B.S. degree must complete all Intellectual Foundations requirements and a minimum of 24 of the required Intellectual Explorations credit hours prior to enrolling in IDST400. Students seeking the BASc degree must have completed ENGL 100, ECON 206 (or an equivalent course), ACCT 205, and at least 15 credit hours of the BASc core prior to enrolling in IDST 400.

The First Year Experience – OBVU 100: University Seminar (Three credits required)
University Seminar is a small section course that emphasizes the development and exercise of academic skills essential for success in college. The course emphasizes critical thinking skills while improving students’ abilities to write, speak, listen, and conduct research. University Seminar is also intended to assist students in the transition to life in a learning community and to facilitate understanding of the privileges, responsibilities, and expectations that accompany membership in such as community. Registration in this course in the first semester of enrollment is required of all new BVU students who have completed fewer than 30 credit hours at the time of matriculation. The course is offered only on a letter graded basis and may not be repeated.

Transfer Students Only – OBVU 200: Transfer Seminar (1 credit required) Transfer Seminar is designed to assist in the successful transition of transfer students from their previous college or university to BVU. Transfer Seminar focuses on developing the academic skills and understanding the academic expectations necessary to achieve success at BVU. Registration in this course in the first semester (or 2 terms for OSG) of enrollment is required of all new transfer students who have earned between 30 and 87 college credit hours at the time of matriculation. This course is offered only on a letter-graded basis and may not be repeated.

Note: Students who enroll on the Storm Lake campus for the first time and who have previously earned between 30 and 87 undergraduate credits must complete OBVU 200: Transfer Seminar rather than OBVU 100: University Seminar. Matriculating Online, Sites, and Graduate Program (OSG) students must complete OBVU 200: Transfer Seminar during the initial 12 hours of enrollment in their degree program. The goals and substance of OBVU 200 support students’ pursuit of excellence on the three Signature Skills.
Part III. EXPLORATIONS and FOUNDATIONS Requirements

**Explorations** [Thirty-six credits required]

**Fine Arts - Explorations** [Three credits required]
Note: This requirement does not apply to students who have either (a) transferred to BVU one comparable three credit-hour course in the Fine Arts, or (b) completed an Associate of Arts degree prior to the time of enrollment at BVU.

The objective of the Fine Arts-Explorations requirement is to make students aware of cultural traditions, history, and the complexities of the human experience. The Fine Arts develop critical thinkers who reason conceptually, examine issues from many different perspectives, and use independent thought as motivation to explore questions and develop solutions. Through art, theatre, and music, students are made aware of many different ways of seeing the world and many ways of participating in a global society. Furthermore, The Fine Arts equip students with:

- **Tools and Techniques**: Students will describe or correctly demonstrate tools and techniques used for the creation and/or interpretation of art, music or theatre.
- **Cultural Awareness**: Students will describe the relationship between cultural traditions, historical context, and art, music or theatre.
- **Conceptual Awareness**: Students will describe theoretical concepts related to the creation and/or interpretation of art, music or theatre.
- **Ability to Craft Independent Solutions**: Students will develop and/or recognize original approaches to creative investigation and adaptation in art, music or theatre.

To satisfy the Fine-Explorations requirement, students may choose from:

- ARTD 100: Art Survey
- ARTD 180: Art Foundations I
- ARTD 185: Arts Foundations II
- MUSC 101: Music Appreciation
- HONR 200: Honors Fine Arts
- THEA 110: Introduction to Theatre
- THEA 220: Fundamentals of Acting
- ARTD 304: Modern to Contemporary Art History
- MUSC 103: Jazz Appreciation
- MUSC 111: Music Theory I
**Business -Explorations** [Three credits required]
Note: This requirement does not apply to students who have either (a) transferred to BVU one comparable three credit-hour course in accounting or business, or (b) completed an Associate of Arts degree prior to the time of enrollment at BVU.

The objective of the Business-Explorations requirement is to enable students to solve problems grounded in business disciplinary concepts.

The Business-Explorations area of the General Education program also supports students in achieving BVU Signature Skills #1: Problem Solving.

To satisfy the Business-Explorations requirement, students may choose from:

- ACCT 205: Financial Accounting
- BUSN 100: Contemporary Business and Free Enterprise
- FNBK 101: Personal Finance Foundations
Social Science - Explorations [Nine credits required]

Note: This requirement does not apply to students who have either (a) transferred to BVU nine social science credits in three distinct social science disciplines or (b) completed an Associate of Arts degree prior to the time of enrollment at BVU.

The objective of the Social Science–Explorations requirement is to enhance students’ abilities to think and write critically, in ways informed by social science theory, about problems and questions of broad social importance. Social Science–Explorations courses encourage students to explore facts, hypothetical circumstances, or plausible interpretations of events in ways informed by the basic concepts and theoretical perspectives used by social scientists. Moreover, students must complete:

- three courses from three different social science disciplines (for example, PSCN 115, ECON 200, PSYC 100]
- at least one course (3 credits) bearing the Social Sciences Critical Thinking and Writing (CTW) designation.

Social Science – Critical Thinking and Writing (CTW) Courses
- COMM 355 Conflict Management
- CRIM 102 Survey of Criminology
- PSCN 115 Introduction to Politics
- PSCN 245 Introduction to American Law
- PSYC/SOCI 203 Social Psychology
- SCWK/SOCI 100 Modern Social Problems
- SCWK 200 Introduction to Social Work & Social Welfare
- SCWK 255 Human Behavior and the Social Environment

Additional Social Science-Explorations Courses
- COMM 280 Group and Team Communication
- CRIM 101 Criminal Justice Systems
- ECON 200 Economics Foundations
- HONR 210 Honors Social Science
- PSPA 165 Introduction to Public Administration
- PSPA 320 State and Local Politics
- PSPA 360 Public Affairs
- PSCN 110 Introduction to American Government
- PSYC 100 General Psychology
- PSYC 102 The Science of Psychology
- EDCO 245/246 Learning and Motivation
- SOCI 101 Introduction to Sociology
- SCWK 351 Aging in American Society
- HMSV 351 Aging in America
Humanities - Explorations [Twelve credits required]

Note: This requirement does not apply to students who have either (a) transferred to BVU twelve humanities credits in three distinct humanities disciplines or (b) completed an Associate of Arts degree prior to the time of enrollment at BVU.

Study in the Humanities builds a foundation upon which students can think critically in diverse contexts about the intellectual, moral and spiritual dimensions of the human experience. In each general education class designated as “Humanities,” students are expected to engage in critical thinking, reading, and writing within the context of specific Humanities disciplines. By taking a series of Humanities courses, students’ understanding of the human experience – both their own and that of others, now and in the past – will deepen and grow, enhancing their abilities to make significant connections with ideas and peoples as well as with their deeper selves. To complete the humanities general education requirements:

- 4 courses (12 credits) must be taken from at least 3 different humanities disciplines
- At least 2 of the 4 courses (6 credits) must be Humanities Global Perspective (HGP) courses
- At least 1 of the 4 courses (3 credits) must be a Humanities Writing Intensive (HWI) course.

### Humanities Global Perspectives (HGP) Courses

| ENGL 276 World Literature |
| ENGL/THEA395 Plays By and About Women |
| ENGL/THEA 411 Dramatic Literature |
| HIST 111 World Civilizations I |
| HIST 112 World Civilizations II |
| HIST 125 Asian Civilizations |
| HIST 230 The Vietnam Wars |
| HIST 241 History of World War II |
| HIST 342 Exploring the Holocaust |
| GWST 110 Introduction to Gender and Women’s Studies |
| RELI 112 Religions of Asia |
| TESL 270 Introduction to Second Language Acquisition |
| SPAN 101 Elementary Spanish I |
| SPAN 201 Intermediate Spanish I |
| SPAN 301 Advanced Grammar & Conversation |
| SEDU 333 Young Adult Fiction and Nonfiction |

### Humanities Writing Intensive (HWI) Courses

| ENGL 260 British Literature |
| ENGL/THEA 350 Shakespeare |
| ENGL/THEA 395 Plays By and About Women |
| ENGL/THEA 411 Dramatic Literature |
| SPAN 301 Advanced Grammar |
| HIST 235 The American Civil War |
| HIST 240 The History of the American West |
| HIST 242 The Holocaust |
| HIST 315 History of Immigration in U.S. |
| HIST 284 Empires: The Colonial Experience |
| RELI 122 Religion and Culture |
| PHIL/SOCI 361 Racism and Sexism in American Life |
| PHIL/RELI 335 Topics in Ethics |
| PHIL/RELI 336 Professional Ethics |
| PHIL/RELI 340 Environmental Ethics |
| EDCO 280 History of American Education |
| PHIL 240 Philosophy of Religion |
**Additional Humanities – Explorations Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>COMM 180</td>
<td>Communication Perspectives</td>
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<tr>
<td>DIGI 210</td>
<td>Media and Society</td>
</tr>
<tr>
<td>EDCO 280</td>
<td>History of American Education</td>
</tr>
<tr>
<td>ENGL 220</td>
<td>Introduction to Literature: Early Literary Classics</td>
</tr>
<tr>
<td>ENGL 250</td>
<td>American Literature</td>
</tr>
<tr>
<td>HIST 101</td>
<td>History of the United States to 1877</td>
</tr>
<tr>
<td>HIST 102</td>
<td>History of the United States After 1877</td>
</tr>
<tr>
<td>HONR 230</td>
<td>Honors Humanities</td>
</tr>
<tr>
<td>PHIL 100</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHIL 110</td>
<td>Ethics</td>
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<td>PHIL 130</td>
<td>Logic</td>
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<tr>
<td>RELI 102</td>
<td>Introduction to the Biblical Heritage</td>
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<tr>
<td>RELI 111</td>
<td>Introduction to Judaism, Christianity, and Islam</td>
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</tbody>
</table>
**Science - Explorations** [Nine credits across three disciplinary categories -- computational, life, and physical science -- are required]

Note: This requirement does not apply to students who have either (a) transferred to BVU nine science credits in the three designated science areas (computational science, life science, and physical science), or (b) completed an Associate of Arts degree prior to the time of enrollment at BVU.

The objective of the Science-Explorations requirement is to enhance students’ awareness of the natural world, ways of knowing common to scientific inquiry, and the role of indicative and deductive reasoning strategies in addressing problems of a scientific and technological nature. Moreover, each of the three disciplinary areas of the Science Explorations component of General Education pursues a specific learning objective. The disciplinary areas and learning objectives are:

- **Computational Science:** The objective of the Computational Science courses is to enhance students’ understanding of, and ability to implement, algorithmic processes in an area not typically viewed as part of a minimal college preparation.

- **Life Science:** The objectives of Life Sciences courses are to enhance: (a) knowledge of living organisms as physical systems and how organisms influence and are influenced by their environments; and (2) scientific literacy skills.

- **Physical Science:** The objective of Physical Science courses is to enhance students’ knowledge of scientific principles used in the study of processes, structures, and phenomena of the nonliving, natural world.

To satisfy the Science-Explorations requirement, students must complete no less than one course in each of the following disciplinary areas:

**Computational Science** (3 credits). Choose from:
- CMSC 160: Introduction to Computer Programming
- CMSC 181: Computer Science I
- HONR 221: Honors Computational Science
- MATH 130: Mathematical Ideas for the Liberal Arts
- MATH 140: Elementary Applied Statistics
- MATH 141: Business Calculus
- MATH 143: Discrete Mathematics
- MATH 145: Elementary Functions
- MATH 160: Calculus I: Differential Calculus
- MATH 161: Calculus II: Integral Calculus

**Life Science** (3 credits). Choose from:
- BIOL 101-115: Introduction to Biological Science 1 credit courses
- BIOL 120: Life Science with a Human Focus
- BIOL 142: Introduction to Human Physiology
- BIOL 163: Biological Principles I
- BIOL 164: Biological Principles II
- BIOL 303: Ecology and Society
- ENVS 103: Introduction to Environmental Science
- ENVS 105: Stream Conservation
- ENVS 201: Conservation Ecology
- HONR 222: Honors Life Science
Physical Science (3 credits). Choose from:

- CHEM 110: Everyday Chemistry
- CHEM 115: Chemistry in Art
- CHEM 151: General Chemistry I
- GENS 115: Atmosphere, Weather, and Climate
- GENS 130: Introduction to Forensic Science
- GENS 300: Geology
- ENVS 110: Physical Geology

- HONR 223: Honors Physical Science
- PHYS 101: Everyday Physics
- PHYS 110: Introduction to Astronomy
- PHYS 201: General Physics I – Trigonometry Based
- PHYS 211: General Physics II – Calculus Based
- GENS 320: Physical Geography
General Education and the Honors Program

Students who meet the eligibility requirements (see the BVU Academic Catalog) and wish to earn an Honors-related distinction, may choose between two options – the “All College Honors - Research” pathway or the “Honors Research” pathway. The former allows students to accumulate credits which satisfy, in part, requirements in the General Education Program.

All College Honors (with Research) [15 credits required]

- HONR 100 Honors Orientation (1 credit)
- Honor Explorations [9 hours]
  - At least one course from three of the following four areas:
    - HONR 200 Honors Fine Arts (3 credits)
    - HONR 210 Honors Social Science (3 credits)
    - HONR 220 Honors Science (3 credits)
    - HONR 230 Honors Humanities (3 credits)
- HONR 300 Honors Proposal (1 credit)
- HONR 350 Honors Research (1.5 or 3 credits)
- HONR 498 Honors Capstone (1 credit)

⇒ Students may repeat HONR 210 or HONR 230 for General Education - Explorations provided the repeated courses are from distinct disciplines within the given area. Students seeking to do so must complete an academic action requesting that the repeated course apply toward a specific Explorations requirement.

⇒ “All College Honors Research designation is awarded only to students who earn at least 9 credits, in three distinct fields, in Honors-Explorations courses (HONR 200, HONR 210, HONR 220, and HONR 230). Provided that the courses are rooted in distinct academic disciplines (e.g., HIST, ART, ENGL), students may request via academic action to repeat HONR 210, HONR 220, or HONR 230 for additional General education credits.

Honors Research [6 credits required]

- HONR 100 Honors Orientation
- HONR 300 Honors Proposal
- HONR 350 Honors Project
- HONR 498 Honors Capstone
Foundations [Twelve credits required]

Note: A completed Associate of Arts degree satisfies all general education Foundations courses. Students who have completed comparable, transferable credits may also be exempt from one or more BVU Foundations courses.

**Communication** (Nine credits required, must earn a grade of C- or better)

- Written communication (6 credits)
  - ENGL 100 Written Communication I and ENGL 200 Written Communication II
    - Note: matriculating students with an English ACT of 15 or lower must complete ENGL 50 prior to enrolling in ENGL 100. If necessary, ENGL 50 must be completed in the first semester of enrollment at BVU. ENGL 100 should be completed prior to the end of the first year of enrollment at BVU. Students completing the equivalent of ENGL 200 prior to enrollment at BVU are exempt from the ENGL 100 requirement. Students with English ACT scores of 30 or higher are encouraged to explore the “test out” option identified in the BVU Academic Catalog.

- Oral communication (3 credits)
  - COMM 100 Fundamentals of Communication
    - Note: students with extensive experience in oral communication are encouraged to explore the “test out” option identified in the BVU Academic Catalog

**Mathematics** (Three credits required, must earn a grade of C- or better)

- MATH 100 Algebra Review
  - Note: matriculating students with a math ACT score of 18 or lower must complete MATH 50 prior to completion of MATH 100. Students who have achieved a math ACT score of 19-24 may immediately enroll in MATH 100. Students achieving a math ACT score of 25 or higher are deemed to have completed the Mathematics Foundation requirement.
Part IV. Assessment in General Education Courses – Getting Started

**Step 1.** Faculty members teaching a course in the General Education Program should, first, identify the disciplinary area learning objective pursued by their course. For example, faculty members teaching a Fine Arts - Explorations course should review the Fine Arts disciplinary area objective identified and described in the “Explorations” section of Part III of this guide. Next, faculty members should identify the Signature Skill with which their course is aligned. Put simply, if you teach a General Education – Explorations course, you will simultaneously pursue two learning outcomes – one assigned to the disciplinary “area” in which the course is situated (e.g., Fine Arts or Social Science) and the other tied to the Signature Skill with which the course is associated. The “Alignment of General Education ‘Area’ Objectives and BVU Signature Skills” section of Part II of this guide will prove useful in getting started. The following table may also be useful as a quick reference guide.

<table>
<thead>
<tr>
<th>Component of General Education</th>
<th>Signature Skill -- Problem Solving</th>
<th>Signature Skill -- Integrative Learning</th>
<th>Signature Skill -- Effective Communication</th>
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<tr>
<td>General Education Capstone</td>
<td>IDST 400</td>
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<tr>
<td>Explorations</td>
<td>Business</td>
<td>Fine Arts</td>
<td>Social Science</td>
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<td></td>
<td>Science</td>
<td>Humanities</td>
<td>Social Science - Critical Thinking and Writing (CTW)</td>
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<td>Humanities - Global Perspectives (HGP)</td>
<td>Humanities - Writing Intensive (HWI)</td>
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<td>Foundations</td>
<td>MATH 100</td>
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<td>First Year and Transfer</td>
<td>OBVU 100</td>
<td>OBVU 100</td>
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<td>Experiences</td>
<td>OBVU 300</td>
<td>OBVU 300</td>
<td>OBVU 300</td>
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<tr>
<td>Academic Major</td>
<td>two courses (determined by faculty in each major program)</td>
<td>two courses (determined by faculty in each major program)</td>
<td>two courses (determined by faculty in each major program)</td>
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</tbody>
</table>
Step 2. Select, revise, or create an assignment that aligns with the learning objective, i.e., an Explorations “area” objective or a Signature Skill. Furthermore, make sure that the task or assignment directions include the expectations identified in the assessment rubric. The Director of Assessment is available to assist faculty in identify the occasions on which their course(s) are scheduled for assessment activity.

Step 3. Remind students that pre-loaded into CANVAS are the assessment rubrics relevant to your course.

Step 4. Remind students of the due date(s) for the tasks/assignment, noting that the task or assignment is part of the expected activity in the course.

Step 5. Score students’ work using the assessment rubrics provided in CANVAS. Most, if not all tasks/assignments will be – for the purposes of course grading – evaluated on the basis of additional, distinct set of criteria identified by the instructor.

Step 6. Participate with your colleagues in the analysis and interpretation of assessment data generated in the current and previous years. Be prepared to identify the implications of assessment data for the overall content and delivery of your course and the General Education Program, in general.

Step 7. Work with your colleagues to ensure that changes in the substantive emphases of a course, adjustments to the pedagogical orientation of course, or revision of the learning goals of any aspect of the General Education curriculum are *rooted in evidence* and encourage student success on the Three Signature Skills.
Part V. Useful Information / Governance Activity

Contact Information

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Proposals for Change or Revision

Changes or revisions to the General Education Program require submission and approval, via the institutional governance process, of a formal, written proposal. Examples of changes or revisions requiring formal, written proposals and comprehensive governance action include, but are not limited to:

- the addition of a course to any of the four components of the General Education Program
- the elimination of a course from any of the four components of the General Education Program
- a change in the designation or curricular role of a course in any component of the General Education Program. The re-designation of a Humanities Global Perspectives (HGP) course to a Humanities Writing Intensive (HWI) course is an example of this sort of revision
- a change or revision of the learning objective, as distinct from the assessment rubric, assigned to any component or disciplinary “area” of the General Education Program
- the addition or elimination of a prerequisite to enrollment in any course that is included in the General Education Program

Proposals for change or revision of the General Education Program must be submitted, first, to the General Education Committee (send documentation to Best@bv.edu) and, subsequently, to the Academic Affairs Committee and Faculty Senate. The General Education – Explorations Course Proposal Form must be used for all proposed changes or revisions impacting the Explorations component of the General Education Program. Copies of this form will be provided by the Chair of Academic Affairs Committee or the Director of General Education. Proposals impacting other components of the General Education Program, such as the Foundations or University Seminar, must be submitted using the Faculty Senate / Academic Affairs Standing Committee Proposal Form. Such proposals should be submitted, first, to the General Education Committee. Actions of the General Education Committee will be promptly reported to the Chair of the Academic Affairs Committee.

Some proposals for change or revision to the General Education Program will in non-trivial ways impact curriculum assessment practices. Proposals of this type will also be reviewed by the Assessment Committee. Questions regarding the assessment-related implications of a proposal should be communicated to the Director of Assessment, Professor Jamii Claiborne [Claiborne@bv.edu].