

BRADLEY UNIVERSITY
GENERAL EDUCATION PROGRAM

2004

The Bradley University General Education Program is based upon the principles of "liberal education" expressed in the following fundamental assumptions:

- A liberal education provides all students with the intellectual tools necessary to explore the best that civilization has produced.
- A liberal education provides the means for all students to exercise control over their lives through thoughtful responses to their political, social, cultural, technological and natural environment.
- A liberal education emphasizes critical, historical, theoretical, scientific, and aesthetic approaches to knowledge.
- A liberal education enhances the quality of life and fosters an appreciation of learning as a foundation for continuing inquiry.
- The purpose of a liberal education is to develop students, regardless of academic major or professional aspiration, who are able to understand and participate in society as responsible human beings.

The General Education Program consists of nine categories and 36 semester hours as follows:

English Composition (100 and 300 level)	-- 6 S. H.
Speech	-- 3 S. H.
Mathematics	-- 3 S. H.
Western Civilization	-- 3 S. H.
Non-Western Civilization	-- 3 S. H.
Human Values	-- 3 S. H.
Fine Arts	-- 3 S. H.
Cultural Diversity and Social Forces	-- 6 S. H.
Science	-- <u>6 S. H.</u>
	36 S. H.

Descriptions, goals and objectives, along with course requirements for each category are given in the following section.

GENERAL EDUCATION REQUIREMENTS

• ENGLISH COMPOSITION (6 hours)

The English composition category consists of two integrated parts focusing on the development of writing skills requisite for both academic and professional settings emphasizing the structured interrelationship of fundamental (100-level) and advanced composition (300-level).

The goals of the English Composition requirement are to educate students in the principles and

processes of effective college-level writing (100-level) and to help students develop successful writing skills for the intellectual and rhetorical contexts of their major disciplines or professions (300-level courses). Students must complete ENG 101, or equivalent, and one 300-level writing course.

- English 100-level Writing Course (3 hours)

The objective of 100-level writing is to prepare students to communicate effectively during their academic careers. Consequently, students should be given an opportunity to acquire the diverse range of skills and techniques needed to meet the requirement of subsequent college courses. Specifically, 100-level writing prepares students to:

- write accurately, clearly and effectively;
- achieve competence in grammar, punctuation and mechanics;
- complete all stages of the writing process successfully;
- demonstrate competence in research techniques and documentation.

- English 300-level Writing Course (3 hours)

The upper-level component of the requirement builds upon the skills developed in 100-level writing and upon the intellectual development of students in their third and fourth year of study. The upper-level writing courses prepare students to:

- write for a variety of audiences and contexts for multiple purposes, including advanced intellectual and scholarly work;
- reinforce the skills of mechanics, usage, and grammar and research techniques developed in the 100-level writing requirement;
- develop sophisticated writing styles appropriate to upper-level undergraduate studies;
- refine abilities in critical thinking and writing.

- SPEECH (3 hours)

The speech communication component of general education focuses on the processes of developing a communicatively competent college graduate. The need for this category is based on the premise that an educated person must have a high level of knowledge and skill in verbal communication. To attain this objective, systematic study and practice of verbal communication is an essential part of general education. A communicatively competent college graduate should:

- have a basic understanding of the nature and function of the human communication process;
- be able to conceptualize, organize, develop, dramatize and deliver an effective public presentation or speech;
- have an understanding of the relationship between communication and culture in order to more effectively adapt messages to the demands of diverse audiences and speaking situations.

The knowledge component of a course in this category should focus particular attention on providing students with an understanding of the nature and function of human communication and the relationship between communication and culture. Communication competence increasingly depends on knowledge of cultural and co-cultural differences along with the ability to adapt messages to the

demands of diverse audiences.

To engage in competent communication a student must also learn the skills necessary to execute effective public presentations. A course in this category places emphasis not only on the knowledge of basic communication concepts and principles, but also on skills – how knowledge is translated into action.

An acceptable course should focus special attention on the ability to conceptualize, organize, develop, dramatize, and deliver public presentations.

Each student is required to give multiple public presentations. Presentations on topics which explore and illuminate the relationship between communication and culture are encouraged but not required.

- MATHEMATICS (3 hours)

The mathematics component of general education focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. Every college graduate should be able to apply simple mathematical models to the solution of real-world problems. A quantitatively literate college graduate should be able to:

- construct and interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;
- represent mathematical information symbolically, visually, numerically, and verbally;
- use appropriate algebraic, geometric, and statistical methods to solve problems;
- estimate solutions to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results;
- recognize the appropriateness and limitations of mathematical and statistical models.

Courses accepted in fulfilling the general education mathematics requirement emphasize the development of the students' capability to do mathematical reasoning and problem solving in settings the college graduate may encounter in the future. General education mathematics courses should not be merely mechanical or computational in character.

- WESTERN CIVILIZATION (3 hours)

This category's goal is to give students an understanding of the traditions, values, and institutions underlying Western civilization. It is assumed that students need an opportunity to "make visible" the historical forces behind the societies in which they live, behind the curriculum, behind the disciplines, and even behind the architecture of Bradley University itself. For the purposes of differentiating this category from the "Non-Western" category, "Western" means emphasis on Western Europe (see "chronological scope" under specifications). Upon completing this category, students should

- know significant individuals, movements, ideal, values, institutions, and forces in the development of Western Civilization, with particular emphasis on "legacy" factors in contemporary life;
- understand the broad themes and issues that span multiple dimensions (*) of civilization
- gain a sense of both the uniqueness of the past and continuity between past and present;

- learn skills of analyzing and interpreting historical significance and change;
- be introduced to methods of integrating various dimensions of civilization;
- learn a shared, non-technical vocabulary that enables educated people to communicate with one another.

A course satisfying this category must have the following two major characteristics:

- **BREADTH:** The course must present a coherent analysis of three of the major dimensions (*) of civilization in Western Europe: arts, economics, intellectual activities, politics, religion, social organization, and technology. In some cases, the course may emphasize or foreground one of these dimensions through which to examine the whole.
- **CHRONOLOGICAL SCOPE:** In order to offer significant but realistic chronological scope, the course must fit into one of the following categories
 - A. Ancient Greeks and Romans to the 16th Century (should include some back ground in the following: ancient Middle East, Hebrews, and Persians, early Islam, and Byzantium).
 - B. 16th Century to the present (again, emphasis on Western Europe, but with some attention to colonization and post-colonial issues).
 - Combination of significant portions of the two periods A and B above.

Note: “Significant” means at least 500 years for Western Civilization. For example, a course in the Reformations of the 16th Century could very well meet the breadth requirement, but is not sufficient in chronological scope. A course in the Roman Empire would not contain significant time periods from both A and B. Examples of courses that might be satisfactory are: (1) the rise of the middle class in Europe from 1250 to 1850, with emphasis on its impact on family, political institutions, business or trade, and technology; (2) significant political ideas and institutions from the Roman Republic through the 18th Century, with emphasis on their connection to the role of religion and social classes.

* See below in the Non-Western Civilization Category

- NON-WESTERN CIVILIZATION (3 hours)

The goal of this category is to encourage students to look outside the predominant Western attitudes that have shaped American views of the world. Every college graduate should be introduced to the important characteristics of at least one civilization in addition to that of the West. Upon completing this category, students should

- understand the civilization(s) within a significant historical context, but also with an understanding of its(their) impact on the contemporary world;
- be familiar with multiple dimensions(*) of the civilization(s) under study;
- become familiar with significant modes of thought and values unique to the civilization(s) under study;
- develop skills to distinguish the Non-Western civilization(s) from Western civilization;
- learn skills of analyzing and interpreting historical significance and change;

- be introduced to methods of integrating various dimensions of civilization;
- learn a shared, non-technical vocabulary that enables educated people to communicate with one another.

A course satisfying this category must have the following characteristic:

- **SCOPE and BREADTH:** Courses in this category must emphasize a civilization (or civilizations) that has been significantly influenced by historical and/or cultural forces outside those generated by Western Europe. Acceptable courses must present a coherent analysis of at least three of the major dimensions (*) of the civilization(s) under study: arts, economics, intellectual activities, politics, religion, social organization, and technology. In some cases, a course may emphasize or foreground one of these dimensions through which to examine the whole.

Courses may be taught either from the perspective of a single discipline, or (in the case of team-taught courses), from the perspectives of two or more disciplines

- * Definitions of dimensions used in Western and Non-Western Civilization (suggestive, not inclusive):

Art: creative activities, including “high” culture (e.g., architecture, literature, music, painting, sculpture, theater) and “mass” or popular culture (e.g., legends, mythology, folklore).

Economics: trade, commerce, business, money, work

Intellectual activities: philosophy, political theory, social criticism, science, ideology.

Politics: power, government, war, law

Religion: doctrine, beliefs, hierarchy, ritual

Social organization: class system, family, gender roles, minorities

Technology: tools, machines, irrigation, power, weapons

- HUMAN VALUES (3 hours)

The human values component of general education introduces students to fundamental choices facing humanity, including goals of human existence, norms of behavior, and aesthetic standards. Courses in this category will focus on a variety of important traditions of thought and expression relating to philosophy or literature in order to help students appreciate the complex issues involved in the development of systems of values. To be included in this category courses must critically examine texts that articulate significant questions, debates, and approaches concerning human values.

Upon completing this category, students should

- be able to think systematically, analytically, and objectively about the issues of values posed in the texts;
- be able to engaged in critical discussions and inquiry about the texts that raise these issues;
- be able to formulate aesthetic or ethical standards based on their study;
- be able to explore ways for constructive interaction and engagement in a pluralistic society with competing and conflicting systems of values;

- be aware of historical, cultural and social factors that have influenced and continue to shape the formation of values;
- be able to write and communicate effectively about the issues raised by these texts.

Courses satisfying the human values category will fall into one of two general classifications and should incorporate the goals noted above.

1. Philosophical Analysis will examine systems of values and ethical issues from the perspective of philosophy and/or religion. Through careful reading of philosophical and/or religious texts, students will gain acquaintance with some of the key formulations of questions regarding values and ethics in the history of philosophy and religion. They will examine underlying philosophical or religious assumptions behind the formation of values, explore the development of values systems through history, and acquire methods for thinking critically about issues related to values and morality.
2. Literary Analysis will emphasize the development of students' ability to read literature that represents aesthetic and ethical dilemmas, and to apply analytical and rhetorical skills necessary for functioning in a diverse society.

- FINE ARTS (3 hours)

Societies express their deepest feelings and ideas about themselves and the world through the arts. Communities use the arts to communicate levels of their humanity that are otherwise inexpressible. Art can be understood best and enjoyed most when experienced directly and responded to with sensitivity and knowledge. Individuals without sensory and intellectual capabilities remain untouched by the most concentrated manifestations of the human spirit. Through studying and experiencing representative works of art, a student should:

- acquire knowledge necessary to be able to analyze art;
- develop sensitivity necessary to respond to the most profound expressions of the human spirit.

Courses in this category provide knowledge about special terminologies and concepts integral to the understanding of the arts. Closely connected is guidance and practice in the emotional and sensory skills necessary to appreciate the arts. Where practice can be demonstrated to enhance understanding, it may be incorporated into the courses. In the general education context, the practice of an art should not take precedence over an intellectual analysis of the art form.

Carefully selected representative works should be experienced, with emphasis placed on how these works function as art. Courses will also treat the historical and artistic contexts that gave rise to the works.

- CULTURAL DIVERSITY and SOCIAL FORCES (6 hours)

To come to an understanding of economic, political, and social institutions along with an understanding of the cultural diversity of our country is essential in shaping the ability of the educated person to

function in the contemporary world. These are, after all, the very issues that have the most immediate impact on individuals in their daily lives as citizens of our society.

All students will be required to complete two courses in the category of Cultural Diversity and Social Forces, and at least one of the courses must be in the second sub-category, Social Forces.

- Cultural Diversity, 0-3 semester hours

The focus of this sub-category is cultural diversity within the United States. Cultural diversity means cultural differences (including racial, ethnic, religious, and/or gender) and issues of prejudice and discrimination. Goal of this sub-category is:

- To dispel ignorance of, and indifference to, cultural diversity in our society.

Courses suitable for this sub-category should

1. develop an awareness and appreciation for one or more cultural groups in the United States;
2. address the issues of prejudice and discrimination which may arise in a pluralistic society;
3. focus on one or more dimensions (historical, social, political, economic, literary, ideological, aesthetic or Intellectual) inherent in every cultural system;
4. be grounded in theory and objective analysis.

Courses for this sub-category may include, but are not restricted to, those already fulfilling other General Education requirements.

- Social Forces, 3-6 semester hours

The social forces sub-category of general education focuses on the social, political, and economic influences that shape individuals, groups, and institutions as well as the mutual interactions between these various constituents of society. In order to familiarize students with the central approaches of a social or behavior science that studies these influences, the goals of this sub-category are to:

- present a well-established body of theory and empirical evidence;
- present students with a broader perspective helping them to understand the interdisciplinary implications of the subject being studied;
- help students reach an understanding of contemporary society and an individual's place in it that is grounded in theory and evidence;
- help students develop skills for understanding and coping with the changes and dynamic forces at work in contemporary society;
- help students learn a shared vocabulary, methodology, and body of factual information that will give them entrée as citizens, voters, consumers, and participants in community affairs into the current debates about social forces.

To support the above objectives and goals, courses that comprise this sub-category must include the following:

1. substantial, systematic presentation of one or more social, political, and/or economic theories;
2. synopsis of the empirical foundation and development of those theories;

3. relevant body of evidence/data;
4. exercises and discussion that help students analyze that evidence and apply theory to society and the individual;
5. reference to other disciplines and perspectives that allow students an understanding of the interconnected nature of society and fields of learning;
6. a balance of the foregoing criteria so students can gain an appreciation of the relationships of the theories and evidence to important issues in contemporary society.

Introductory courses that are simply a survey of what a department has to offer within the major program as well as those that emphasize current policy issues without substantial use of formal theories or analysis will not be eligible for inclusion in this category.

- SCIENCE (6 hours)

The science component of general education focuses on developing scientifically literate college graduates. To achieve this goal students should be able to

- understand essential scientific principles sufficiently to formulate questions and hypotheses;
- make scientific observations and organize, interpret and analyze the data to address the questions and test the hypotheses;
- reach scientific conclusions concerning the questions and hypotheses;
- communicate the results of the scientific process;
- understand the impact of science on civilization.

Because active participation in laboratory investigation can reinforce the concepts of the scientific process, general education science courses that include laboratory components are encouraged.

Courses satisfying the general education science category will fall into two general classifications.

1. Fundamental Concepts in Science: The focus of courses in this classification will be on comprehension of the fundamentals of science and the scientific method as disciplined modes of thought and procedure. Courses should

introduce essential scientific principles, concepts and terminology, develop an understanding of the scientific method, and generate critical and systematic thinking that students can transfer to a number of other intellectual pursuits.

2. Science and Society: Courses in this classification will develop an understanding of scientific and technological principles, applications and implications in modern society. These courses will involve critical thinking and communication to a degree expected of students that have attained junior/senior status. Courses should

introduce scientific concepts and terminology as needed, explain how science and society affect each other, and provide an awareness and understanding of science that may be related to the contemporary world.

All students will be required to complete two courses in the Science category and at least one must be in the Fundamental Concepts in Science classification.

Appendix I

GENERAL POLICIES

- Bradley University participates in the Illinois Articulation Initiative (IAI). Transfer students from participating IAI institutions who have completed the IAI model general education curriculum prior to matriculating at Bradley may substitute the 36 semester hour model curriculum for the Bradley general education requirements. {Several components of the Bradley program and the IAI model are identical.}
- Transfer students (students new to Bradley with coursework completed at an accredited institution) can satisfy a general education category if they are one hour short of the required hours at the time of transfer.
- Readmitted students will not receive transfer general education credit for the 300-level writing requirement unless the course was taken at the 300-level.
- Readmitted students who attended Bradley University prior to the fall of 1983 may be required to satisfy the current general education requirements. The college dean of the student's major makes the decision.
- An approved General Education course may not be used to satisfy more than one of the nine major categories.
- Approved Advanced Placement, International Baccalaureate and College-Level Examination Program examinations are acceptable for many General Education categories.