

Classification: Academic Affairs

Approving Authority: President

Responsible Authority: Vice President for Academic Affairs (VPAA)

Implementing Authority: Office of Academic Affairs; General Education Committee (GEC); University Curriculum Committee (UCC); College Curriculum Committees (CCC); Department/Program Curriculum Committees (D/PCC); Office of Institutional Effectiveness (OIE); Office of the Registrar and Enrollment Services

Effective Date: May 2026

Review: April 2028

General Education Program - Policy & Procedures

1.0 Purpose

- 1.1 To establish a framework that promotes and sustains a comprehensive, interdisciplinary approach to undergraduate education at AUIB.
- 1.2 To define the structure, learning outcomes, course designation criteria, governance, assessment, review, documentation, and continuous improvement requirements of the General Education Program.
- 1.3 To support a broad-based undergraduate education that develops students' global awareness, critical and analytical thinking, quantitative and scientific reasoning, communication, and information literacy in alignment with AUIB's Institutional Learning Outcomes and accreditation expectations.

2.0 Scope

- 2.1 This policy applies to all undergraduate degree programs offered at AUIB.
- 2.2 It governs the structure, oversight, designation, assessment, review, and continuous improvement of the General Education Program and of courses designated to fulfill General Education requirements.
- 2.3 This policy shall be read in conjunction with the Academic Program Development and Approval Policy, Assessment of Student Learning Outcomes Policy, Academic Program Review Policy, Academic Quality Assurance and Continuous Improvement Policy, and Undergraduate Transfer Credit Policy.

3.0 Definitions

- 3.1 **General Education (GE)** – A university-wide foundational component of undergraduate education that provides structured breadth across communication skills, humanities, social sciences, natural sciences, and quantitative reasoning, and that develops shared competencies expected of all AUIB graduates.
- 3.2 **General Education Learning Outcomes (GELOs)** – The specific, measurable learning outcomes that define what students are expected to know, be able to do, or value through completion of the General Education Program.
- 3.3 **Institutional Learning Outcomes (ILOs)** – Institution-wide learning outcomes applicable to all graduating students, regardless of major.
- 3.4 **Curriculum Mapping** – A structured process for identifying where and how program learning outcomes are introduced, reinforced, and assessed across the curriculum.
- 3.5 **Direct Assessment** – Assessment of student learning through demonstrated evidence of performance, such as exams, papers, projects, presentations, portfolios, or other evaluated work.
- 3.6 **Indirect Assessment** – Assessment of student learning through reflections, surveys, course evaluations, focus groups, or similar measures that provide insight into the learning experience and perceived achievement.

- 3.7 **General Education Committee (GEC)** – A university-wide committee that serves as the principal body for oversight of the General Education Program. The GEC oversees the structure, coherence, effectiveness, assessment, documentation, and continuous improvement of the General Education Program; reviews and makes recommendations regarding the addition, removal, reclassification, and periodic evaluation of General Education courses; oversees curriculum mapping for the program; collaborates with relevant offices on assessment and reporting; and reports to the VPAA. The GEC does not replace formal institutional curriculum approval processes required under the Academic Program Development and Approval Policy.

4.0 Policy

- 4.1 AUIB shall maintain a university-wide General Education Program as a foundational requirement for all undergraduate students.
- 4.2 The General Education framework shall remain aligned with the University's approved General Education Program requirements. The current structure consists of 42 credits distributed across communication skills, humanities, social sciences, natural sciences, and quantitative reasoning. A reduced General Education requirement of no fewer than 36 credits may be approved for a specific undergraduate program only through the formal program change process established in the Academic Program Development and Approval Policy. Any such proposal must include a written academic rationale demonstrating that the revised structure preserves adequate breadth, maintains alignment with General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes, and does not compromise assessment, curricular coherence, or academic rigor.
- 4.3 The General Education Program shall be guided by the following five General Education Learning Outcomes (GELOs), aligned with AUIB's Institutional Learning Outcomes:
- Global Awareness
 - Critical and Analytical Thinking
 - Quantitative and Scientific Reasoning
 - Communication
 - Information Literacy
- 4.4 All General Education courses shall include clearly stated course learning outcomes and assessment methods in the syllabus, and such outcomes shall align with one or more General Education Learning Outcomes (GELOs).
- 4.5 General Education courses and the General Education Program shall be subject to ongoing, faculty-led, evidence-based assessment and periodic review to support academic quality and continuous improvement.
- 4.6 Assessment and review findings related to General Education shall be used to inform curricular improvement, faculty development, academic planning, and program effectiveness.
- 4.7 All proposals affecting General Education courses or the General Education structure shall follow the Academic Program Development and Approval Policy. The General Education Committee (GEC) shall review the General Education aspects of such proposals, but this review does not replace the formal institutional curriculum approval process required under University policy. For formal curriculum actions, the GEC's recommendations shall feed into the UCC approval process.
- 4.8 Transfer credit applicable to General Education requirements shall be governed by the Undergraduate Transfer Credit Policy. Transfer coursework may fulfill General Education requirements only when it is determined to be equivalent in content, scope, rigor, and level, and when it is approved through the applicable institutional transfer credit process.

- 4.9 The General Education Program shall be reviewed annually through assessment processes and comprehensively on a five-year cycle in alignment with institutional review and quality assurance policies.
- 4.10 OIE-supported General Education assessment and review records shall be maintained in institutional repositories consistent with University quality assurance and accreditation requirements.

5.0 Procedures

General Education Learning Outcomes (GELOs)

- 5.1 The General Education Program is guided by the following five General Education Learning Outcomes (GELOs):
 - 5.1.1 Global Awareness: Students will analyze global interconnections, evaluate global challenges (political, social, economic, and environmental), and demonstrate intercultural competence in relation to self and others.
 - 5.1.2 Critical and Analytical Thinking: Students will critically evaluate assumptions and biases, analyze diverse perspectives, and construct reasoned arguments and solutions to complex issues.
 - 5.1.3 Quantitative and Scientific Reasoning: Students will apply scientific methods, including statistical, mathematical, or computational tools, to analyze data, test hypotheses, and draw conclusions.
 - 5.1.4 Communication: Students will produce clear, coherent, and persuasive writing and present ideas orally.
 - 5.1.5 Information Literacy: Students will demonstrate information literacy by ethically locating, evaluating, citing, and using sources to support basic research and inquiry.
- 5.2 Each General Education course must explicitly address at least one General Education Learning Outcome (GELO), with alignment documented in the course syllabus and in the General Education curriculum map.
- 5.3 The GEC, with support from OIE, shall oversee the maintenance and periodic review of the General Education curriculum map to ensure appropriate outcome coverage across the program.

Course Designation and De-designation

- 5.4 To receive General Education designation, a proposed course must:
 - a. align with one or more General Education Learning Outcomes (GELOs);
 - b. be appropriate for a university-wide undergraduate audience;
 - c. include clearly stated course learning outcomes and assessment methods; and
 - d. be broadly accessible and have no prerequisites or only limited prerequisites justified by course sequencing, prior skill development, or course level; and
 - e. satisfy the applicable institutional requirements for course approval.
- 5.5 Proposals for new General Education courses, revisions to existing General Education courses, changes in General Education classification, and other GE-related curricular actions shall be reviewed through the applicable procedures established in the Academic Program Development and Approval Policy.
- 5.6 The GEC shall review GE-specific aspects of such proposals and make recommendations regarding General Education designation, continued inclusion, reclassification, or removal.
- 5.7 Where a GE proposal involves a formal course or program change governed by the Academic Program Development and Approval Policy, it shall proceed through the required approval sequence, including D/PCC, CCC, UCC, and VPAA, as applicable. In such cases, the GEC's recommendations shall be submitted through the appropriate curriculum approval process.
- 5.8 General Education designation is not permanent. The GEC shall periodically review designated courses to determine whether they continue to meet General Education criteria.

- 5.9 If assessment findings, syllabus review, curriculum mapping, or other documented evidence indicate that a course no longer meets General Education criteria, the GEC may recommend corrective revision, reclassification, or de-designation through the applicable institutional process. The responsible academic unit shall be given notice and an opportunity to respond and revise before final action is taken.

Assessment

- 5.10 Assessment of General Education shall be ongoing, faculty-led, and aligned with the Assessment of Student Learning Outcomes Policy.
- 5.11 Each General Education course shall include at least one direct assessment measure explicitly linked to one or more General Education Learning Outcomes (GELOs). Indirect assessment measures may also be used, as appropriate.
- 5.12 Faculty members teaching General Education courses shall:
- include learning outcomes and assessment methods in the course syllabus;
 - apply assessment rubrics consistently, where applicable;
 - maintain course-level assessment documentation; and
 - participate in program-level assessment and improvement activities.
- 5.13 Assessment results shall be reviewed in aggregate and used for improvement purposes. They shall inform curricular adjustments, teaching practices, faculty development, and institutional planning.
- 5.14 OIE shall support the development of assessment tools, data analysis, institutional reporting, and centralized documentation of General Education assessment evidence.
- 5.15 Assessment findings and improvement actions shall be shared with the GEC, relevant deans and department chairs, and the VPAA, as appropriate.

Governance and Oversight

- 5.16 The VPAA oversees implementation of this policy and ensures alignment with the University's academic priorities, Institutional Learning Outcomes, and accreditation expectations.
- 5.17 The GEC is the principal oversight body for the General Education Program and shall report directly to the VPAA on matters related to General Education governance, assessment, review, documentation, and program improvement.
- 5.18 The GEC shall:
- review and recommend the structure, content, and requirements of the General Education curriculum;
 - ensure alignment between General Education courses, General Education Learning Outcomes (GELOs), Institutional Learning Outcomes, and accreditation expectations;
 - review proposals for new General Education courses and evaluate existing courses for continued inclusion, with recommendations routed through the appropriate curriculum approval process when formal course or program action is required;
 - recommend designation or de-designation of courses as General Education courses, subject to the formal curriculum governance process where applicable;
 - coordinate GE curriculum mapping, documentation, and accreditation-related updates;
 - promote consistency, quality, and academic rigor across the General Education Program;
 - support the assessment of General Education Learning Outcomes (GELOs) and recommend improvements based on evidence and results;
 - advise on policies, procedures, and standards related to General Education;
 - encourage cross-college collaboration in the development, delivery, and assessment of General Education courses; and
 - submit recommendations and reports to the VPAA, UCC, and/or other appropriate academic leadership and governance bodies, depending on the nature of the action.
- 5.19 The GEC membership shall include:

- a. a Chair;
 - b. one faculty representative from each college;
 - c. a representative from Student Affairs and/or Academic Advising;
 - d. a representative from the Registrar's Office;
 - e. a representative from OIE; and
 - f. additional members as deemed appropriate by the VPAA.
- 5.20 The Chair of the GEC shall be appointed by the VPAA from among the faculty members. The Chair should preferably be a senior faculty member with relevant experience in General Education and should serve as a member of the University Curriculum Committee (UCC) to ensure coordination between the GEC and UCC.
- 5.21 Faculty representatives on the GEC should serve limited terms to support rotation and shared institutional ownership of the General Education Program.
- 5.22 Department chairs and deans shall support the development, delivery, assessment, and review of General Education courses offered by their academic units.
- 5.23 Faculty members are responsible for the design, delivery, and assessment of General Education courses and for maintaining alignment between course learning outcomes, General Education Learning Outcomes (GELOs), and Institutional Learning Outcomes.
- 5.24 The UCC retains its role in formal institutional curriculum review where required by the Academic Program Development and Approval Policy. Accordingly, GE-specific review by the GEC shall inform, but not replace, the broader institutional approval process for course and program actions.
- 5.25 The GEC shall meet at least once per semester during the academic year, and more frequently as needed to address GE curriculum review, assessment, policy matters, or other related priorities.

Academic Advising

- 5.26 Academic advisors shall assist students in understanding and completing General Education requirements in accordance with their program requirements and approved degree plans.
- 5.27 Students are encouraged to consult their academic advisor before adding, dropping, substituting, or transferring coursework that may affect fulfillment of General Education requirements.
- 5.28 In cases of documented advising errors affecting GE requirements, the VPAA, in consultation with the relevant academic units, may approve a suitable course substitution or exception.

Reporting and Continuous Improvement

- 5.29 To avoid overlap with existing curriculum governance processes, the following reporting and recommendation pathways shall apply:
- a. Formal curriculum actions: Recommendations related to new courses, revised courses, course designation or de-designation, program changes, or changes to GE requirements shall be submitted through the established curriculum approval process and, where applicable, to the UCC for formal review and approval.
 - b. Assessment and improvement: Matters related to GE assessment, curriculum mapping, annual review, documentation, and continuous improvement shall be reported directly to the VPAA.
 - c. Policy and framework revisions: Recommendations affecting the GE framework, policy, or institutional expectations shall be submitted to the VPAA and, where required, routed through the appropriate governance or approval bodies.
- 5.30 The GEC, with support from OIE, shall review General Education assessment and program effectiveness findings at least annually.
- 5.31 General Education reporting shall focus on, as applicable:
- a. aggregated student learning outcome data aligned with the General Education Learning Outcomes (GELOs);

- b. curriculum mapping findings;
 - c. course evaluation and other student feedback relevant to the General Education learning experience;
 - d. faculty feedback and reflective review of General Education teaching and assessment;
 - e. course availability and distribution across General Education categories; and
 - f. improvement actions taken and evidence of their impact.
- 5.32 Findings from General Education assessment and review shall be documented and incorporated into the University's institutional effectiveness and continuous improvement processes.
- 5.33 OIE shall maintain a central repository of General Education assessment and review documentation consistent with institutional policy and accreditation expectations.

Related Policies and Documents

Academic Program Development and Approval Policy

Academic Program Review Policy

Academic Quality Assurance and Continuous Improvement Policy

Assessment of Student Learning Outcomes Policy

Course Evaluation Policy / Course Evaluation Survey

General Education Program

Undergraduate Transfer Credit Policy