

Standing Requirements

Program Mission Statement

Recognizing its general and special missions in education, Embry-Riddle Aeronautical University embraces a general education program. This course of study ensures that students possess the attributes expected of all university graduates. The general education program enables students, regardless of their degree program, to understand the significance of acquiring a broad range of knowledge. Throughout the general education program, students gain and enhance competence in written and oral communication. They practice reasoning and critical thinking skills and demonstrate computer proficiency. As students engage in this course of study, they familiarize themselves with and investigate ideas and methodologies from several disciplines. These include the arts and humanities, the social sciences, economics, the natural sciences and mathematics. The program also helps students recognize interrelationships among the disciplines. Promoting the appreciation of varied perspectives, the general education program provides intellectual stimulation, ensuring that students are broadly educated. This course of study empowers students to make informed value judgments, to expand their knowledge and understanding of themselves, and to lead meaningful, responsible, and satisfying lives as individuals, professionals, and concerned members of their society and the world.

Embry-Riddle Aeronautical University's general education program encourages effective learning and provides a coherent base for students to pursue their academic specializations. In specific support of the goals of general education,

candidates for bachelor degrees must complete course work or demonstrate competency in the following areas: English, Mathematics, Physical Sciences, and Social Sciences and Economics.

Program Alignment to University Mission

Form: [Alignment to University Mission](#)

ERAU University Mission Statement

Our mission is to teach the science, practice and business of aviation and aerospace, preparing students for productive careers¹ and leadership roles in service around the world.²

Our technologically enriched, student-centered environment³ emphasizes learning through collaboration and teamwork,⁴ concern for ethical and responsible behavior,⁵ cultivation of analytical⁶ and management abilities,⁷ and a focus on the development of the professional skills needed for participation in a global community.⁸ We believe a vibrant future for aviation and aerospace rests in the success of our students. Toward this end, Embry-Riddle is committed to providing a climate that facilitates the highest standards of academic achievement⁹ and knowledge discovery,¹⁰ in an interpersonal environment that supports the unique needs of each individual.¹¹ Embry-Riddle Aeronautical University is the world's leader in aviation and aerospace education. The University is an independent, non-profit, culturally diverse institution providing quality education and research in aviation, aerospace, engineering and related fields leading to associate's, baccalaureate's, master's and doctoral degrees.

*** Program Alignment to University Mission**

Program Alignment to University Mission

Select all that apply.

¹Preparing students for productive careers

²Preparing students for leadership roles in service around the world

³Technologically enriched environment

⁴Emphasize learning through collaboration and teamwork

⁵Concern for ethical and responsible behavior

⁶Cultivate analytical abilities

⁸Develop the professional skills needed for participation in a global community

⁹Facilitating the highest standards of academic achievement

¹⁰Facilitating knowledge discovery

¹¹Providing an interpersonal environment that supports the unique needs of each individual

Program Outcomes

FL - Embry-Riddle General Education Competency Set (Copy 2)

General Education Competencies

Competency	Mapping
<p>Critical Thinking (DB, PC, WW) The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.</p>	<p>Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW)</p>
<p>Quantitative Reasoning (DB, PC, WW) The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency & analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.</p>	<p>Embry-Riddle General Education Competency Set: Quantitative Reasoning (DB, PC, WW)</p>
<p>Information Literacy (DB, PC, WW) The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.</p>	<p>Embry-Riddle General Education Competency Set: Information Literacy (DB, PC, WW)</p>
<p>Communication (DB, PC, WW) The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.</p>	<p>Embry-Riddle General Education Competency Set: Communication (DB, PC, WW)</p>

Scientific Literacy (DB, PC, WW)
 The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.

Embry-Riddle General Education Competency Set: Scientific Literacy (DB, PC, WW)

Cultural Literacy (DB, PC, WW)
 The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.

Embry-Riddle General Education Competency Set: Cultural Literacy (DB, PC, WW)

Lifelong Personal Growth (WW Only)
 The student will be able to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.

Embry-Riddle General Education Competency Set: Lifelong Personal Growth (WW Only)

General Education Outcome Set

Outcome

Outcome	Mapping
WW_BSGE_PO_01 Mathematical Reasoning: Apply knowledge of college level mathematics to defining and solving problems.	Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)
WW_BSGE_PO_02 Quantitative Analysis: Apply statistical methods in	Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Information Literacy

the analysis and interpretation of data for the purpose of drawing valid conclusions relating to the solutions of problems.

(DB, PC, WW), Quantitative Reasoning (DB, PC, WW)

WW_BSGE_PO_03
Written Communication:

Communicate ideas in written form in both technical and non-technical areas.

Embry-Riddle General Education Competency Set: Communication (DB, PC, WW), Information Literacy (DB, PC, WW)

WW_BSGE_PO_04
Oral and Visual Communication:

Communicate ideas in non-written form, such as through oral presentations or visual media.

Embry-Riddle General Education Competency Set: Communication (DB, PC, WW), Information Literacy (DB, PC, WW)

WW_BSGE_PO_05
Ethical and Social Responsibility:

Recognize the importance of professional, ethical and social responsibility.

Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Cultural Literacy (DB, PC, WW), Scientific Literacy (DB, PC, WW)

WW_BSGE_PO_06
Environmental Awareness:

Understand the natural world, to include the impact of the environment on aerospace operations and aerospace operations on the environment, as well as everyday life and professional experiences.

Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Cultural Literacy (DB, PC, WW), Scientific Literacy (DB, PC, WW)

WW_BSGE_PO_07

Embry-Riddle General Education Competency Set: Communication

Technological Literacy:
Use digitally-enabled technology to organize and manipulate data, perform calculations, aid in solving problems, and communicate solutions, ideas, and concepts.

(DB, PC, WW), Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW), Scientific Literacy (DB, PC, WW)

WW_BSGE_PO_08
Scientific Reasoning:
Use scientific information in critical thinking and decision-making processes.

Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Quantitative Reasoning (DB, PC, WW), Scientific Literacy (DB, PC, WW)

WW_BSGE_PO_09
Teamwork:
Function on multi-cultural and/or multi-disciplinary teams.

Embry-Riddle General Education Competency Set: Communication (DB, PC, WW), Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)

WW_BSGE_PO_10
Economic Reasoning:
Apply economic principles to identify, formulate, and solve problems within professional and personal environments.

Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)

WW_BSGE_PO_11
Professional Engagement:
Identify and participate in professional and personal development activities through organizations and self-directed learning.

Embry-Riddle General Education Competency Set: Communication (DB, PC, WW), Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)

WW_BSGE_PO_12
Social Awareness:

Embry-Riddle General Education Competency Set: Critical Thinking (DB, PC, WW), Cultural Literacy (DB, PC, WW), Information Literacy (DB,

Understand contemporary issues in society.

PC, WW), Lifelong Personal Growth (WW Only)

WW_BSGE_PO_13
Multicultural Competence:

Recognize the complexity and diversity of the human experience, including cultural, aesthetic, psychological, philosophical, and spiritual dimensions.

Embry-Riddle General Education Competency Set: Cultural Literacy (DB, PC, WW), Lifelong Personal Growth (WW Only)

WW_BSGE_PO_14
Information Literacy:

Conduct and report research in accordance with professional standards.

Embry-Riddle General Education Competency Set: Communication (DB, PC, WW), Critical Thinking (DB, PC, WW), Information Literacy (DB, PC, WW), Quantitative Reasoning (DB, PC, WW)

Curriculum Map

Mapping Matrix

College of Arts & Sciences Curriculum Map

Alignment Set: General Education Outcome Set

Created: 09/30/2013 10:00:17 am EDT

Last Modified: 10/29/2013 5:04:22 pm EDT

[\[Print View\]](#) [\[PDF\]](#)

Assessment Schedule

Mapping Matrix

➔ Assessment Schedule Mapped to Competencies

[\[Print View\]](#) [\[PDF\]](#)

Alignment Set: FL - Embry-Riddle General Education Competency Set (Copy 2)

Created: 10/11/2016 3:58:50 pm EDT

Last Modified: 10/11/2016 4:00:08 pm EDT

Assessment Schedule Mapped to Competencies

Courses and Activities Mapped to FL - Embry-Riddle General Education Competency Set (Copy 2)

Show Competency Set Descriptions

Show Course/Activity Detail

General Education Competencies

Critical Thinking (DB, PC, WW)
The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.

Quantitative Reasoning (DB, PC, WW)
The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency & analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.

Information Literacy (DB, PC, WW)
The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.

Communication (DB, PC, WW)
The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.

Scientific Literacy (DB, PC, WW)
The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.

Cultural Literacy (DB, PC, WW)
The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.

Lifelong Personal Growth (WW Only)
The student will be able to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.

Courses and Learning Activities

Courses and Learning Activities	Critical Thinking (DB, PC, WW)	Quantitative Reasoning (DB, PC, WW)	Information Literacy (DB, PC, WW)	Communication (DB, PC, WW)	Scientific Literacy (DB, PC, WW)	Cultural Literacy (DB, PC, WW)	Lifelong Personal Growth (WW Only)
2016-2017 Assessment Cycle	✓	✓		✓			
2017-2018 Assessment Cycle			✓		✓	✓	✓

Legend: ✓ = Aligned

Last Modified: 10/11/2016 04:00:08 PM

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Gen Ed Assessment Schedule

Alignment Set: General Education Outcome Set

Created: 09/30/2013 10:53:43 am EDT

Last Modified: 10/11/2016 3:57:38 pm EDT

Gen Ed Assessment Schedule

Courses and Activities Mapped to General Education Outcome Set

Show Outcome Descriptions Show Course/Activity Detail

Outcome									
WW_BSCE_PO_01 Mathematical Reasoning Apply knowledge of college level mathematics to defining and solving problems.	WW_BSCE_PO_02 Quantitative Analysis Apply statistical methods in the analysis and interpretation of data for the purpose of drawing valid conclusions relating to the solutions of problems.	WW_BSCE_PO_03 Written Communication Communicate ideas in written form in both technical and non-technical areas.	WW_BSCE_PO_04 Oral and Visual Communication Communicate ideas in non-written form, such as through oral presentations or visual media.	WW_BSCE_PO_05 Ethical and Social Responsibility Recognize the importance of professional, ethical and social responsibility.	WW_BSCE_PO_06 Environmental Awareness Understand the natural world, to include the impact of the environment on aerospace operations and aerospace operations on the environment, as well as everyday life and professional experiences.	WW_BSCE_PO_07 Technological Literacy Use digitally-enabled technology to organize and manipulate data, perform calculations and in solving problems, and communicate solutions, ideas and concepts.	WW_BSCE_PO_08 Scientific Reasoning Use scientific information in critical thinking and decision-making processes.	WW_BSCE_PO_09 Teamwork Function on multi-cultural and/or multi-disciplinary teams.	WW_BSCE_PO_10 Economic Reasoning Apply economic principles to identify, formulate, and solve problems within professional and personal environments.

Courses and Learning Activities									
2013-14 Assessment Cycle					✓			✓	
2014-15 ASSESSMENT CYCLE		✓	✓						
2015-16 ASSESSMENT CYCLE			✓		✓			✓	
2016-2017 Assessment Cycle	✓	✓	✓	✓	✓	✓	✓	✓	✓

Legend: ✓ = Aligned

Last Modified: 10/11/2016 03:57:36 PM

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Additional Information (Optional)

2016-2017 Assessment Cycle

Contact Information

Form: [Contact Information](#)

Please fill out the form with the information of the person responsible for the assessment plan.

* Contact Name

First

Debra

Last

Bourdeau

* Email

taylo13f@erau.edu

* Phone Number

678-613-4261

Assessment Plan

Measures

FL - Embry-Riddle General Education Competency Set (Copy 2)

General Education Competencies

Outcome: Critical Thinking (DB, PC, WW)

The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.

Measure: HUMN 142

▼ Course level; Indirect - Survey

Details/Description:	A question will be added to the end-of-term student survey for HUMN 142: "This course has improved my ability to construct a critical argument about literary readings."
Criterion for Success:	At least 70% of respondents will answer "agree" or "strongly agree" to the end-of-term student survey question.
Timeframe of Data Collection:	October 2016 and January 2017 terms
Key/Responsible Personnel:	Kara Parks Fontenot, course monitor/developer

Measure: HUMN 142 -- Essay 3

▼ *Course level; Direct - Student Artifact*

Details/Description:	Essay: The objective of this assignment is for students to construct a critical argument about literary readings assigned from the course textbook. The assignments requires reading, synthesis, analysis and the construction of a written argument. Measure: Student Performance Content Goal Course level; Direct – Paper
Criterion for Success:	Overall goal of an average course grade of 80% or higher on this essay assignment.
Timeframe of Data Collection:	January 2017 - March 2017
Key/Responsible Personnel:	Kara Parks Fontenot, course monitor/developer

Outcome: Quantitative Reasoning (DB, PC, WW)

The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency & analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.

Measure: Quantitative Analysis: ECON 211

▼ *Course level; Direct - Other*

Details/Description:	Aplia problem sets require students to use digitally-enabled technology that includes math proficiency & analysis to interpret data to solve problems. All Econ 211 courses require Aplia problem sets throughout the Econ 211 terms. Therefore, the population of assessment is every Econ 211 offered in AY 2016-2017. For data and timing availability, every ECON 211 course offered from July 2016 through January 2017 (term ends in March 2017) will be used for assessment.
Criterion for Success:	70% of the students will perform with an average score of the 19 problems sets with 70% or above.
Timeframe of Data Collection:	July 2016 courses through March 2017
Key/Responsible Personnel:	Kelly Whealan George

Measure: Quantitative Analysis: MATH 211

▼ *Course level; Indirect - Survey*

Details/Description:	Quantitative analysis is a program outcome for general education at the ERAU Worldwide Campus. It is critical that MATH 211 students can “apply statistical methods in the analysis and interpretation of data for the purpose of drawing valid conclusions relating to the solutions of problems.”
Criterion for Success:	70% of online student respondents agree or strongly agree with the statement “The textbook and/or assigned readings were relevant and supported the learning objectives,” question 18 on the End of Course Evaluation.
Timeframe of Data Collection:	January 2017 term (January 9 – March 12, 2017)
Key/Responsible Personnel:	Primary – Bobby McMasters

Outcome: Communication (DB, PC, WW)

The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.

Measure: ENGL 106 -- Final Exam

▼ *Course level; Direct - Student Artifact*

Details/Description:	Students are enrolled in ENGL 106 based on placement exam scores below 70. Goal of course is to enable students to achieve sufficient proficiency to be placed in ENGL 123
	<ul style="list-style-type: none">• Measure: Student Performance Content Goal• Course level; Direct – Exam
Criterion for Success:	100% of students taking the exam achieve a grade of at least 70
Timeframe of Data Collection:	January 2017 - March 2017
Key/Responsible Personnel:	Ann Marie Ade, course monitor/developer

Measure: ENGL 123

▼ *Course level; Indirect - Survey*

Details/Description:	A question will be added to the end-of-term student survey for HUMN 142: "This course has improved my ability to communicate ideas in written form."
Criterion for Success:	At least 70% of respondents will answer "agree" or "strongly agree" to the end-of-term student survey question.
Timeframe of Data Collection:	October 2016 and January 2017 terms
Key/Responsible Personnel:	Ann Marie Ade, course monitor/developer

Outcome: Scientific Literacy (DB, PC, WW)

The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.

Measure: Scientific Literacy: WEAX 201

▼ *Course level; Indirect - Survey*

Details/Description:	Scientific literacy is a general education competency at ERAU. Scientific literacy is defined by the National Science Education Standards as the understanding of scientific concepts and processes required for personal decision making. It is critical that WEAX 201 students analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.
Criterion for Success:	70% of online student respondents agree or strongly agree with the two additional questions added to the student End of Course evaluation. 1. Learning meteorology has improved my critical thinking skills. 2. This improvement will be helpful to me in my everyday life.
Timeframe of Data Collection:	January 2017 term (January 9 – March 12, 2017)
Key/Responsible Personnel:	Primary: John Bradham Alternate: Emily Faulconer

Additional/Ad-hoc Program Improvements (Optional)

Attachments