

Undergraduate Education and General Education at Indiana University Bloomington

Preamble

An undergraduate college education should broaden, enhance, and strengthen a person's knowledge, intellectual capabilities, and understanding and provide preparation for a productive professional career and for continuing growth as a person and as a citizen of the world. The undergraduate student must grow from an epistemology and ethics based on authority to one based on an autonomous, reasoned evaluation of assertions and evidence. A holder of a baccalaureate degree should be able to analyze critically the surrounding world and to articulate that analysis coherently to others. The holder should be able to draw upon a broad understanding of multiple disciplines in order to participate fully in contemporary society.

To this end, every Indiana University Bloomington undergraduate degree includes common course and disciplinary requirements which integrate the general developmental goals of an education with the special resources of the campus. These common requirements assure that all students appreciate the campus's ideals for an Indiana University Bloomington education and that they have the opportunity to explore a breadth of academic opportunities as well as the more specialized demands of a chosen major field of study. An Indiana University Bloomington undergraduate education should provide substantial intellectual capabilities in written and verbal communication, qualitative and quantitative analysis and reasoning, a solid breadth of knowledge across disciplines and fields of study, opportunities for educational engagement with the global community, literacy in information resources, and significant strength in at least one discipline or one interdisciplinary area.

General Education may be viewed as a foundation for the pursuit of an undergraduate degree. The Indiana University Bloomington General Education Program includes two basic components: the Common Ground (Foundations, Breadth of Inquiry, World Languages and Cultures) which is foundational to the development of intellectual capabilities and must be included in every undergraduate degree offered by Indiana University Bloomington; and, Shared Goals, which include components the faculty recommends for inclusion in every undergraduate degree program offered by Indiana University Bloomington.

Indiana University Bloomington offers a rich environment for such an education. Offering some 350 different degrees in the arts, sciences, and professions, it is committed through its faculty and facilities to quality teaching, cutting-edge research, scholarship, arts, and creative activity. Its academic programs build on the dynamic interrelationship of the College of Arts and Sciences with its liberal arts tradition and an array of distinguished professional schools. Drawing on a deep legacy of international engagement, the campus features foreign-language, culture, and arts emphases ranging across the Americas, Europe, Asia, and Africa, and more than 80 study-abroad opportunities for undergraduates. It offers physical space for an abundance of cultural resources, including world-class venues for music, drama, and the visual arts, and major research libraries and book and artifact collections. Additionally Indiana University Bloomington provides a residential living environment which supports the campus's academic mission and encourages engagement with the intellectual, cultural, and community richness of the world outside its gates, both near and far.

Indiana University Bloomington General Education Program

The Indiana University Bloomington General Education Program consists of two parts, each of which is viewed by the campus faculty as equally important in the overall undergraduate educational experience. This two-part structure recognizes that some experiences are better completed universally by all undergraduates and other components are better defined within the context of each degree program. The faculty in each degree program are responsible for developing the most appropriate ways of incorporating these two components into each degree program. The Common Ground must be incorporated into every degree program. The Shared Goals are recommended for inclusion in every degree program.

I. The Common Ground (Required; up to 31 credits)

- a. Foundations
 - i. Writing: English Composition- 3 credits
 - ii. Mathematical Modeling – 3-4 credits
- b. Breadth of Inquiry
 - i. Arts and Humanities- 6 credits
 - ii. Social and Historical studies- 6 credits
 - iii. Natural and Mathematical Sciences- ~~5-6 credit hours; two courses OR a single 5-credit course that includes a substantial lab component~~
- c. World Languages and Cultures

Second-year level of a world language (6 credits) **OR** World Culture courses (6 credits) **OR** International experience in an approved study abroad (6 credits)

Deleted: 5 credits including a laboratory component or 6 credits of two 3-credit courses

Comment [GEC1]:
Approved by General Education Committee December 14, 2006

II. Shared Goals (Recommended; to be structured by faculty in each degree program; might be completed by embedding these goals in current curricula, through coursework for credit, or non-credit bearing activities)

- a. Intensive Writing
- b. Information Fluency
- c. Diversity in the United States
- d. Enriching Educational Experiences (service learning, internship, capstone project, student teaching, independent research/creative activity program, an approved study abroad experience, honors thesis, show, recital, performance)

General Guidelines

1. The General Education Program will be fully implemented in conjunction with the new admissions requirements by Fall 2011.
2. All courses or experiences used to fulfill Common Ground components of the General Education program must be approved by the General Education Committee.
3. Courses used to fulfill the Common Ground-Foundations components are limited to those courses or equivalencies approved for such use by the General Education Committee.
4. Courses and experiences used to fulfill Common Ground-Breadth of Inquiry and World Languages and Cultures components of the General Education program will be drawn primarily from the College of Arts and Sciences but may include courses and experiences proposed from other academic units on the Bloomington campus.
5. Courses or experiences designed for specific majors, and with extensive prerequisites, and where no substitutions or equivalences exist across the campus, should not be considered appropriate for inclusion in the Common Ground.
6. An individual course may satisfy more than one Common Ground-Breadth of Inquiry or Common Ground-World Languages and Cultures requirement of the General Education program if that course is approved for the relevant requirements. See Guidelines for Common Ground-Foundations below for restrictions on using courses approved for Foundations credit for more than one requirement. Courses approved for general education credit may overlap (double-count) with courses required by individual degree programs.
7. Because dual-credit (e.g., ACP) courses, credit by examination courses (e.g., special credit and AP credit), and transferred courses are entered on Indiana University transcripts as their Indiana University course equivalences, such courses are automatically accepted for satisfying the requirements of this General Education program.
8. Degree program requests for exceptions to the General Education program should be submitted to the General Education Committee through the associate dean/director for undergraduate education of the requesting school/college.
9. Schools retain the authority to set admission standards for individual degree programs including prerequisites, grade minima, etc.

Comment [GEC2]: The General Education Committee has discussed additional guidelines for upper-level courses, frequency of course offerings, variable topics courses, Honors sections, and online courses. Recommendations on these guidelines will come to the BFC next year.

Comment [GEC3]: On January 30, 2007 the BFC charged Provost McRobbie will be investigating the implementation date and timeline.

Comment [GEC4]: The General Education Committee has determined that courses with more than one prerequisite is extensive. Courses approved for the Foundations requirements will not count toward the prerequisite limit in other GE areas.

Comment [GEC5]: This guideline needs a little clarification and rewording to more accurately reflect the intent of the BFC and the interpretation of the GEC. Perhaps: "An individual course may satisfy one Common Ground-Breadth of Inquiry requirement AND one Common Ground-World Languages and Culture requirement. A course cannot be used to satisfy more than one Common Ground-Breadth of Inquiry requirement."

Guidelines for Courses in Specific Areas

The Common Ground

I. Foundations

A. *Writing: English Composition (0-3 credits)*

Learning Outcomes

Students proficient in English composition will demonstrate the ability to

Deleted: (SHADED SECTIONS ARE INCLUDED TO ILLUSTRATE MATERIAL TO BE DEVELOPED FOR EACH COMMON GROUND COMPONENT)

Comment [GEC6]: The Foundations definitions have been updated and approved by the General Education Committee on December 14, 2006. Preliminary course lists are attached.

October 3, 2006 BFC Approved Version with Gen Ed Committee comments

- (a) employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers.
- (b) engage in substantial revision of drafts, as distinguished from editing and proofreading.
- (c) read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims.
- (d) engage in inquiry-driven research, making use of appropriate data repositories and indexes, and properly attributing and citing the language and ideas of others to avoid plagiarism.
- (e) develop a focused thesis and link it to appropriate reasons and adequate evidence.
- (f) use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas.
- (g) edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

Courses

1. Courses fulfilling the Composition proficiency requirement should

- (a) emphasize formal instruction in writing that integrates reading, thinking, and writing skills transferable to a wide variety of college courses and experiences students will encounter.
- (b) include at least a full semester sequence of frequent and regular writing assignments that build sequentially on students' ability to read critically, summarize, apply, analyze, and synthesize what they have read, discussed, and researched.
- (c) emphasize the development of students' ideas in the context of ongoing cultural, scholarly, and professional "conversations," clarity of expression, and organization, in addition to correct grammar, spelling, punctuation, and citation.
- (d) involve rigorous draft feedback and evaluation using appropriate rubrics.

2. Courses approved for the Writing: English Composition requirement must have extensive and well-conceived systems for course development and review and for the preparation and ongoing supervision of all instructors.

3. Courses approved for the requirement must be taught in section sizes that permit directed rewriting and careful evaluation (25 or fewer).

4. Such courses are to be distinguished from Intensive Writing courses beyond the 100-level in which students typically learn formats and conventions particular to specific disciplines and professions and/or use writing as a way of understanding particular course concepts. Courses approved for the English Composition requirement will serve as prerequisites for such Intensive Writing courses.

B. Mathematical Modeling (0-4 credits)

Mathematical modeling instills an appreciation for the beauty of nature by revealing the intrinsic structure of the universe. The ability to model mathematically underscores productive citizenship and the successful pursuit of any undergraduate degree.

Mathematical modeling courses are general education mathematics courses that focus on understanding phenomena through mathematical models. Students fluent in the concepts of mathematical modeling will demonstrate the ability to create mathematical representations of phenomena in the physical, natural, or social sciences and use college-level mathematical techniques to draw correct inferences about these phenomena from their mathematical models. The mathematical techniques should include mathematical problem solving, quantitative reasoning, and exploration using multiple representations, such as equations, tables, and graphs. Mathematical modeling courses will a) have mathematics as the primary emphasis, b) emphasize mathematical rigor and abstraction, fundamental mathematical skills, and college-level mathematical techniques, c) teach how to develop mathematical models and draw inferences from them, d) include a full semester or equivalent of frequent and regular assignments that provide practice in mathematical modeling and mathematical techniques, and e) demonstrate and provide a system for consistency in instruction and in assessment of student achievement. A course used to satisfy the Mathematical Modeling Foundations requirement may not double-count toward the Breadth of Inquiry Natural and Mathematical Sciences requirement.

Comment [GEC7]: The Breadth of Inquiry definitions have been updated the approved by the General Education Committee on December 14, 2006. Preliminary course lists are attached.

II. Breadth of Inquiry

A. Arts and Humanities (2 courses, 6 credits)

Courses in the Arts and Humanities enable students to understand and interpret expressions and artifacts of human experience in word, image, music, and gesture. In these courses, students investigate the varieties of aesthetic, intellectual and cultural expression from both contemporary and historical perspectives. They also develop the abilities to think rationally and to construct and assess opinions, ideas, and arguments. Arts and Humanities courses further encourage students to explore their own identity and traditions, so that they may craft their own responses to a changing and complex, modern world.

In the Arts, students explore human expression through (a) writing in various literary forms, (b) visual arts (painting, sculpture, textiles, etc.), (c) musical composition and performance, and (d) dramatic performance (live theater, video and film, dance, etc.). In the Humanities, students explore areas of knowledge and analysis relating to human history, philosophy, and/or culture.

Courses approved in Arts and Humanities (a) investigate and analyze modes of symbolic representation and artistic and/or literary conventions; (b) explore cultural, historical, and intellectual contexts of literature, art, music, and drama; and/or (c) create and/or re-create artistic works culminating in individual or group publication, production, or performance. Courses included in this last category will integrate analytical papers or formal critiques demonstrating students' ability to express opinions and ideas, and to argue rationally about them.

B. Social and Historical Studies (2 courses, 6 credits)

Courses in this area examine individual, collective, and institutional behavior in social and historical contexts. Coursework may examine the interactions among diverse forces, such as those arising in historical, communicative, geographical, social, cultural, legal, economic, and political contexts. Students will be introduced to theoretical approaches and methodologies for understanding social behavior and institutions. Courses may emphasize knowledge of specific historical and social situations or foster an appreciation for the diversity of human sociality and the complex forces shaping human history.

C. Natural and Mathematical Sciences (5-6 credit hours; two courses OR a single 5-credit course that includes a substantial lab component)

Distribution courses in this area will expose students to the nature and methods of scientific inquiry, emphasizing quantitative approaches to the testing of falsifiable hypotheses. These courses will begin to provide students with the tools and skills required not only to understand physical and biological phenomena, but discover them through theoretically based inquiry, rigorous analytical thinking, and/or the collection and interpretation of empirical data, broadly interpreted. Development of these skills is an essential component for enabling the discerning of fact from myth and superstition, evaluating methodology, evidence, and opinion, problem-solving, and generally preparing students to be informed and active participants in modern society.

III. World Languages and Cultures (6 credits)

Comment [GEC8]: The World Languages and Cultures definitions have been updated and approved by the General Education Committee on December 14, 2006. Preliminary course lists are attached.

Indiana University has a long tradition of excellence and leadership in international and global studies. Most notably, that tradition is seen in the support that Herman B Wells gave to the establishment of world-class departments and programs in that area, as well as the current emphasis across the entire university in giving students the tools to better understand, appreciate, and work in our ever-shrinking world. Specifically, the 6-credit-hour World Languages and Cultures requirement has the following goals, some or all of which may be met in the three possible ways described below: 1) to understand elements that distinguish world cultures from one another and to be able to compare cross-cultural perspectives; 2) to gain the linguistic tools to communicate in another language at the intermediate level; 3) to develop analytical skills appropriate to the study of international and intercultural relations; 4) to apply such understanding and skills by means of active participation and reflection in programs of study outside the United States.

This requirement strives to increase student knowledge of the variety of international societies and may deal to some extent with U.S. culture in its international connections. It need not focus on the present and may, instead, be a historical subject. The requirement seeks to expand student knowledge of world affairs, cultures, societies, and values; explore knowledge traditions grounded in different cultural paradigms; and provide a framework for understanding and appreciating the ideas and values of different cultures. These goals are intended to provide a foundation for basic understanding and knowledge, which will be further developed in more advanced studies; internationalization and globalization should pervade a student's entire experience at Indiana University.

The World Languages and Cultures requirement may be fulfilled in ONE of the following three ways:

A. Language Study (0-6 credits)

Students must successfully complete two world language courses (same language) at the second-year level or higher [Note: these will be listed on the General Education website so that they may be updated as needed; the current list of approved languages is that found in the College of Arts and Sciences *Bulletin*]. Note that all or part of this requirement may be fulfilled by performance on placement examinations. Students whose scores on the language placement exam place them in or beyond the second semester of language study may be eligible for special credit in some languages. Completion of high school foreign language courses will not be accepted as a basis for exemption. Students may fulfill the entire foreign language requirement by placing into the third-year level. International students whose native language is not English may fulfill the foreign language requirement through demonstrated proficiency in their native languages. [Note: a detailed explanation of the ways in which students may satisfy the requirement (with or without credit) by means of AP scores, etc. can be found in the College of Arts and Sciences *Bulletin* and could be added in a separate appendix on the GE website.]

OR

B. World Culture Courses (6 credits)

Students must successfully complete two World Culture courses from an approved list. These courses reflect the goals stated above by cultivating student knowledge of the similarities and differences among international cultures and societies; conveying to students a knowledge of other nations' cultural values, traditions, beliefs, and customs; increasing knowledge of the range of international cultural achievements and human conditions through time; increasing students' knowledge of nations and cultures not in isolation, but in relation to one another.

OR

C. International Experience (6 credits)

To satisfy the International Experience option, students must complete an approved study abroad program or approved study abroad internship of at least six credit hours (or a combination of programs totaling 6 credit hours). The language of instruction of these programs may be English or another world language, and the site of instruction may be any country except the United States. The following options are available, although certain prerequisites and conditions apply to some programs. In all cases, the programs will have been pre-approved for credit by the Overseas Study Advisory Council (#1-3 below) or the Office of International Admissions (#4 below):

- 1) IU-administered programs [listed on Overseas Study webpage and GE website]
- 2) IU co-sponsored programs [listed on Overseas Study webpage and GE website]
- 3) IU autonomous programs [listed on Overseas Study webpage and GE website—not all IU autonomous programs apply]
- 4) Non-IU programs that have been approved in advance by the Office of International Admissions via approval of the Credit Transfer Agreement Form.

Shared Goals

Components Recommended within the Context of Each Degree

Comment [GEC9]: The Shared Goals definitions still need revising by the General Education Committee. These will come back in Fall 2007.

Each degree program should be designed in such a way that students are provided opportunities to experience these additional aspects of an undergraduate education.

A. Intensive Writing

Each degree program should articulate how undergraduate students fulfill this requirement within their degree program. Normally, the expectations for an intensive writing experience would be: taught by faculty in small sections or by individual arrangement; include a series of written assignments evaluated with close attention to organization and expression as well as to substance and argument; graded revision of assignments.

B. Information Fluency

Information Fluency includes, but goes beyond, information technology skills, to introduce students to critical information resources that underlie the major field of study and introduce students to skills in utilizing information resources within that field. Students should be able to determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into one's knowledge base, use information effectively to accomplish a specific purpose, and understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

C. Diversity in the United States

As approved by the Bloomington Faculty Council (Circular B39-1990), the faculty of each undergraduate degree-granting unit shall adopt a degree requirement appropriate to their curriculum that addresses issues of diversity in the United States. Adoption of a requirement that has a focus on the issues of diversity and cultural, racial, ethnic, class, age, ability, sexual orientation, religious, and gender discrimination within the context of the United States would be especially useful in achieving the objectives of enhanced understanding of diversity.

D. Enriching Educational Experiences

Meaningful educational experiences, some of which may be outside the traditional classroom, can enhance the overall undergraduate academic experience. These experiences may or may not be linked to specific courses. Each academic program should set forth the accepted options for fulfilling this shared goal. IUB recognizes the value of different types of enriching educational activities, such as a service-learning course, internship, community service and community-based action research, fieldwork, capstone project, student teaching, independent research/creative activity program, approved study abroad experience, honors thesis, show, recital, performance, or advocacy in your major. Such experiences provide opportunities to apply discipline-specific skills and knowledge to community issues and to examine issues of service and social responsibility that relate to the chosen career field.

The General Education Committee and Campus Charge

1. The Bloomington Faculty Council will establish a General Education Committee to facilitate the implementation and ongoing assessment of the General Education program.
2. The General Education Committee will have a voting membership consisting of the Associate Dean/Director for Undergraduate Education of each undergraduate School and the College together with other tenured/tenure-track faculty selected so that the voting membership as a whole has
 - a. proportional representation based on the number of tenured/tenure-track faculty in the Bloomington Schools that offer baccalaureate degrees, and
 - b. a majority consisting of tenured/tenure-track faculty who do not hold school-level administrative appointments,

and which committee has two co-chairs, one of whom is appointed by the Provost and the other of whom is appointed by the Bloomington Faculty Council Nominations Committee. Each school will recommend its members to the Provost. The Provost will formally appoint the committee membership. To conduct its work, the General Education Committee may add ex-officio, including student, non-voting members, as needed.

3. In order for any proposal to be approved by the committee, whether concerning course recommendations or broader matters, the proposal must receive the support both (i) of a majority of the voting members and (ii) of at least some voting members from at least four of the College and Schools. Only a majority vote of the committee is necessary to disapprove any such proposal.

4. The General Education Committee is charged with:
 - a. final preparation of the General Education proposal to be submitted to the Bloomington Faculty Council during the 2006-2007 academic year, including:
 - i. Final definitions of curricular components including learning objectives for each component,
 - ii. Approved course lists (including, but not limited to: evaluation of historical enrollment, grading, and instruction data, sample syllabi, frequency of course offering, etc.), and
 - iii. Unit impact evaluations (to be prepared by each school/college).
 - b. reviewing proposals for general education courses in an ongoing capacity.
 - c. developing assessment metrics for ongoing evaluation of the Common Ground and the Shared Goals.
 - d. conducting a baseline assessment of the campus's current experiences with the Common Ground and Shared Goals during the period 2007-2011.
 - e. reviewing unit reports on the implementation, ongoing experience, and effectiveness of the General Education Program within each degree program (Note: An initial collection of each report should be presented to the BFC by December 2008).
 - f. monitoring budgetary implications, with the Vice Provost for Budgetary Administration and Planning, of the implementation and ongoing experiences with the General Education Program.

Comment [GEC10]: Still need to work on Shared Goals.

Comment [GEC11]: The General Education Committee received 1185 courses for consideration during spring 2007. We have already received additional courses for consideration next year. Preliminary course lists are attached here for illustration.

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g. delivering annual updates (in October for the previous year) and five-year reports to the BFC on the status of the General Education Program.

5. The President, the Provost, and the College and School Deans of Indiana University Bloomington shall take steps to insure that the budgetary adjustments necessary to implement this General Education Program do not adversely impact the research mission of any unit and shall undertake to diminish the budgetary incentives for, and prevent the occurrence of, academic encroachment between academic units. The President and Provost will make the necessary resources available to support the work of the General Education Committee and the implementation of the General Education Program.