

General Education

General Education at Indiana University Bloomington

Indiana University Bloomington is deeply committed to providing our students with a challenging and inspiring education. We aim to nurture in every undergraduate the skills, capabilities, and habits of mind that will help them succeed in today's globally interconnected, rapidly changing world. Regardless of major, career plans, or personal goals, all IU graduates should excel in the essential skills of oral and written communication, critical thinking, and quantitative analysis. Every student should leave IU with a broad knowledge of the social and natural world, an appreciation for the arts and humanities, a keen sense of self, an awareness of our membership in a global society, and an understanding of what it means to be thoughtful and responsible citizens of the community, state, and nation in which they live. The faculty of IU Bloomington created the new General Education Curriculum to prepare all students to meet the challenges and embrace the opportunities of life in the 21st century.

Indiana University was founded in 1820 to provide a liberal education for the citizens of the newly established state of Indiana. Though much has changed in the past 200 years, the importance of a broad-based education has not diminished. In today's world, narrow technical skills quickly become obsolete, but the broader, more flexible intellectual tools that are the product of a liberal education make it possible for people to adapt and thrive amid the changes.

General Education encourages exploration and discovery while providing a solid foundation for learning, both before and after graduation. The IU Bloomington General Education Curriculum is comprised of two main components: the Common Ground and Shared Goals. The Common Ground requirements are established by the General Education Committee and apply to all undergraduates pursuing a baccalaureate degree. Foundational courses in English composition and mathematical modeling provide a basis for essential communication and analytical skills. Breadth of Inquiry courses, along with those that study languages and cultures from around the globe—both contemporary and historical—expose students to a variety of personal and cultural expressions and introduce students to different ways of understanding themselves and their relationship to the natural and social world. Shared Goals are recommended for inclusion in all degree programs at IUB, though their implementation is program specific. Intensive Writing courses build upon basic composition skills and hone students' ability to construct and support a reasoned argument through expository writing within the context of a particular discipline. Courses in Information Fluency teach students not only where to find information but how to evaluate it critically and use it effectively. Courses emphasizing Diversity in the United States bring alive the cultural richness of this nation. And enriching experiences such as internships, community service opportunities, fieldwork, undergraduate research, capstone projects, student teaching, performances and recitals, art exhibitions, and honors theses provide students

with opportunities to put their discipline-specific knowledge and skill into action.

Learning is a life-long pursuit. An undergraduate education should foster a love of learning and provide students with the tools they need to continue to adapt and grow long after they have left Indiana University. Knowledge is only the beginning. A baccalaureate degree is conferred in a *commencement* ceremony, marking not an end but a beginning. Regardless of vocation, graduates will need to rely on their abilities to think critically, creatively, and independently; to adapt; to assess the validity of evidence and arguments; to ask thoughtful questions and propose defensible answers; to test the conclusions of others; to challenge preconceptions; to recognize opportunities; and to engage with the world around them. The General Education Curriculum at Indiana University Bloomington opens doors for students, giving them greater opportunities to experience the diverse wealth of educational opportunities at IU Bloomington while developing the basic building blocks of success.

Matriculation Date and Requirements

All undergraduate students who matriculate as degree-seeking students at Indiana University Bloomington in or after first summer session 2011 will be required to complete the campus-wide General Education requirements prior to graduation with a baccalaureate degree. The applicable General Education requirements are those in effect at the time of matriculation at Indiana University Bloomington as a degree-seeking student.

A student who matriculated as a degree-seeking student at Indiana University Bloomington prior to first summer session 2003 may be required to complete the Indiana University Bloomington campus-wide General Education requirements. In such cases, the student should contact his or her academic advisor, or send e-mail to iubgened@indiana.edu. The student's degree program will be re-evaluated, and the student may be required to move to the current program in effect at the time of re-evaluation.

Any student who fails to complete degree requirements within eight years of matriculation as a degree-seeking student at Indiana University Bloomington will forfeit the automatic right to use the requirements in effect at the time of matriculation. The student's degree program will be re-evaluated, and the student may be required to move to the current program in effect at the time of re-evaluation.

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Contact Information

Detailed information about the Indiana University Bloomington General Education Program can be found in this bulletin and on the [GenEd Web site](#). For additional information, please consult your academic advisor or send e-mail to iubgened@indiana.edu.

Disclaimer

While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, or other matters.

Requirements

General Education Requirements at Indiana University Bloomington

The General Education curriculum at Indiana University Bloomington is intended to ensure that, through the Common Ground requirements, all undergraduates at IUB develop the essential skills of English composition and mathematical modeling, and are exposed to the vast wealth of course offerings the IU Bloomington has to offer in arts and humanities, social and historical studies, natural and mathematical sciences, and world languages and cultures. The GenEd Curriculum also includes Shared Goals of intensive writing experience, information fluency, an understanding of diversity in the U.S., and other enriching educational experiences. The Common Ground requirements are the same for all undergraduate students pursuing a baccalaureate degree, regardless of their school or academic unit. Shared Goals are implemented by the schools in ways that complement their degree programs.

The Common Ground

All undergraduate students who matriculate as degree-seeking students at IU Bloomington in or after first summer session 2011 will be required to complete the following General Education Common Ground requirements prior to graduation.

1. Foundations: English Composition

Students must successfully complete, with a grade of C– or higher, one of the following courses:

CMLT-C 110 Writing the World (3 cr.)
 ENG-W 131 Elementary Composition (3 cr.)
 ENG-W 170 Introduction to Argumentative Writing: Projects in Reading and Writing,
 (3 cr.— this topic only)

English Composition course characteristics are available here.

2. Foundations: Mathematical Modeling

Students must successfully complete one of the following courses (or the MATH-D 116–D 117 sequence):

MATH-D 116 and D 117 Introduction to Finite Mathematics I and II (2 cr. + 2 cr.)¹
 MATH-J 113 Introduction to Calculus with Applications (3 cr.)

MATH-M 118 Finite Mathematics (3 cr.)
 MATH-V 118 Finite Mathematics with Applications: Finite Mathematics for the Social and Biological Sciences (3 cr.)
 MATH-V 118 Finite Mathematics with Applications: Finite and Consumer Math (3 cr.)
 MATH-S 118 Honors Finite Mathematics (3 cr.)
 MATH-M 119 Brief Survey of Calculus I (3 cr.)
 MATH-M 211 Calculus I (4 cr.)
 MATH-M 213 Accelerated Calculus (4 cr.)

¹ **Note:** MATH-D 116–D 117 is a two-course sequence. Credit is not given for D 116 until D 116 is completed with a minimum grade of C– and D 117 is completed with a passing grade.

Mathematical Modeling course characteristics are available here.

3. Breadth of Inquiry: Arts & Humanities

Students must successfully complete at least two courses, for a total of at least 6 cr., from the list of GenEd-approved A&H courses.

Arts & Humanities course characteristics are available here.

4. Breadth of Inquiry: Social & Historical Studies

Students must successfully complete at least two courses, for a total of at least 6 cr., from the list of GenEd-approved S&H courses.

Social & Historical Studies course characteristics are available here.

5. Breadth of Inquiry: Natural & Mathematical Sciences

Students must successfully complete **one** of the following two options:

At least two courses, for a total of at least 5 cr., from the list of GenEd-approved N&M courses. At least one of these courses must be a natural science course (as indicated by an asterisk* in the course listing).

OR

One of the following 5 cr. GenEd-approved N&M courses with a substantial lab component:

ANAT-A 215 Basic Human Anatomy
 BIOL-L 100 Humans and the Biological World
 CHEM-C 103 Introduction to Chemical Principles
 CHEM-C 117 Principles of Chemistry and Biochemistry
 PHSL-P 215 Basic Human Physiology
 PHYS-P 201 General Physics I
 PHYS-P 202 General Physics II

Note: A course used to satisfy the Mathematical Modeling Foundations requirement will **not** also count toward the Breadth of Inquiry Natural and Mathematical Sciences requirement.

Natural & Mathematical Sciences course characteristics are available here.

6. World Languages & Cultures

Students must successfully complete **one** of the following three options:

Language Study

Students must successfully complete the study of a single GenEd-approved world language through the second semester of the second-year level of college-level course work. International students whose native language is not English may fulfill the foreign language requirement through demonstrated proficiency in their native languages, in accordance with the practice and policies of the College of Arts and Sciences.

At the discretion of departments offering the relevant world language courses, and with permission of the appropriate College of Arts and Sciences academic dean, exemptions for approved courses may be earned by satisfactory performance on departmentally approved examinations.

For a list of GenEd-approved World Language courses, click [here](#).

OR

World Culture Courses

Students must successfully complete at least two courses, for a total of at least 6 cr., from the list of GenEd-approved World Culture courses.

OR

International Experience

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 and at least six weeks abroad in duration (or a combination of programs totaling 6 credit hours; if a combination of programs is chosen, the international experiences must, at a minimum, be three weeks abroad in duration, and the student must earn at least 3 credit hours from the program for it to count as half of the 6-credit-hour requirement.) 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
2. IU co-sponsored programs
3. IU autonomous programs
4. Non-IU programs that have been approved in advance by the Office of International Admissions via approval of the Credit Transfer Agreement Form.

For information about opportunities for studying abroad, see the Web site of the [IU Overseas Study Program](#).

World Languages and Cultures course characteristics are available [here](#).

Additional Considerations

A minimum of 6 credit hours of the IU Bloomington General Education Common Ground curriculum must be completed in residence at Indiana University Bloomington.

Unless otherwise explicitly stated, a grade of D– or higher is sufficient for successful completion of a course in the General Education Common Ground curriculum.

In order to apply toward the General Education Common Ground requirements, a course must be GenEd-approved for the semester in which the course is taken.

Courses in which a student earns a grade of “P” (i.e., Pass) will not count toward fulfillment of Common Ground requirements.

For additional information on General Education policies, click [here](#).

Shared Goals

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

- Intensive Writing
- Information Fluency
- Diversity in the United States
- 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)

For more information on Shared Goals, click [here](#).

English Composition

Course Characteristics

1. Courses fulfilling the Composition proficiency requirement should
 - 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;
 - 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
 - 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;
 - 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.

5. Currently no courses fulfilling the English Composition requirement have been approved for meeting any other Common Ground requirement.

Courses that fulfill the GenEd English Composition requirement

Mathematical Modeling

Mathematical Modeling courses provide rigorous instruction in fundamental mathematical concepts and skills presented in the context of real-world applications. The modeling skills provide analytical methods for approaching problems students encounter in their future endeavors.

Course Characteristics

1. Mathematical modeling courses

- are mathematics courses that either are required for students in the natural and mathematical sciences or address problems through mathematical models;
- emphasize mathematical rigor and abstraction, fundamental mathematical skills, and college-level mathematical concepts and techniques; teach how to develop mathematical models and draw inferences from them;
- include a full semester or equivalent of frequent and regular assignments that provide practice in mathematical modeling and mathematical techniques. Problems providing modeling practice
- are phrased with limited use of mathematical notation and symbols;
- require a formulation step on the part of the student;
- require college-level mathematical techniques leading from the formulation to the conclusion;
- have a conclusion that involves discovery or interpretation.

2. Courses approved for the Mathematical Modeling requirement must demonstrate and provide a system for consistency in instruction and in assessment of student achievement.

3. Courses approved for the mathematical modeling requirement should engage students with mathematical concepts and techniques that prepare them for a variety of possible future courses and degrees.

4. A course used to satisfy the Mathematical Modeling Foundations requirement may not double-count toward the Breadth of Inquiry Natural and Mathematical Sciences requirement.

Courses that fulfill the GenEd Mathematical Modeling requirement

Arts and Humanities

Course Characteristics

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; (c) grapple with religious, philosophical, and moral questions; and/or (d) 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.

Courses that apply to the GenEd A&H requirement

Social and Historical Studies

Course Characteristics

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.

Courses that apply to the GenEd S&H requirement

Natural and Mathematical Sciences

Course Characteristics

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 also to 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.

Courses that apply to the GenEd N&M requirement

World Languages and Cultures

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: (1) to understand elements that distinguish cultures from one another and to be able to compare 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; and (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 but may, instead, be a historical subject. The requirement seeks to expand student knowledge of world affairs, cultures, societies, and values; explore 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 infuse a student's experience at Indiana University.

The World Languages and Cultures requirement may be completed through one of three options: language study, world culture courses, or international experiences (for details, see IU Bloomington General Education requirements).

- For a list of GenEd-approved World Language courses, click [here](#).
- For a list of GenEd-approved World Culture courses, click [here](#).
- For information about opportunities for studying abroad, see the Web site of the [IU Overseas Study Program](#).

Shared Goals

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

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.

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.

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.

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.

Shared Goals vary by school and degree program.

Learning Outcomes

The General Education Committee has identified specific learning outcomes for courses in each of the Common Ground categories. For details, please click the appropriate link on the left.

English Composition

Students proficient in English composition will demonstrate the ability to

1. 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;
2. engage in substantial revision of drafts, as distinguished from editing and proofreading;
3. (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);
4. 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;
- develop a focused thesis and link it to appropriate reasons and adequate evidence;
 - use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
 - edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

A minimum grade of C– in an approved course is required to show proficiency in English composition.

Courses that fulfill the GenEd English Composition requirement

Mathematical Modeling

Mathematical Modeling courses provide rigorous instruction in fundamental mathematical concepts and skills presented in the context of real-world applications. The modeling skills provide analytical methods for approaching problems students encounter in their future endeavors.

Learning Outcomes

Students proficient in Mathematical Modeling should demonstrate the ability to

- create mathematical models of empirical or theoretical phenomena in domains such as the physical, natural, or social science;
- create variables and other abstractions to solve college-level mathematical problems in conjunction with previously-learned fundamental mathematical skills such as algebra;
- draw inferences from models using college-level mathematical techniques including problem solving, quantitative reasoning, and exploration using multiple representations such as equations, tables, and graphs;
- take an analytical approach to problems in their future endeavors.

Courses that fulfill the GenEd Mathematical Modeling requirement

Arts and Humanities

Courses in the Arts & Humanities area of Common Ground in General Education explore expressions and artifacts of human experience from past and present cultures throughout the world. The 6 credit hours required in A&H introduce the student to a range of knowledge, analytical frameworks, and critical perspectives, and are intended to contribute to any or all of these learning outcomes:

- Knowledge of origins, varieties, and meanings of the expressions and artifacts of human experience, including (a) original written texts in various literary forms, (b) works of visual art and design, (c) musical compositions, and (d) dramatic performance (live theater, dance, film, video, digital, etc.)

2. Knowledge of the cultural, intellectual, and historical contexts through which these expressions and artifacts are interpreted

3. Knowledge of the modes of symbolic expression and aesthetic and/or literary conventions that are used in these expressions and artifacts

4. Ability to develop arguments, ideas, and opinions about forms of human expression, grounded in rational analysis and in an understanding of and respect for the historical context of expressions and artifacts, and to express these ideas in written and/or oral form

5. Ability to create or reinterpret artistic works, as performer or as critic, through the development of skills of performance or skills of analysis and criticism

6. Ability to explain and assess the changing perspectives on the meanings of arts and humanities traditions, and to explore one's own identity within prior and current intellectual, aesthetic, and cultural frameworks

Courses that apply to the GenEd A&H requirement

Social and Historical Studies

Social and Historical studies courses help students gain knowledge of human cultures and the impact of historical events that shaped their development. The theoretical underpinnings and methodologies introduced will provide students with critical analytical skills. The courses are also expected to increase the social awareness of students through intercultural knowledge and the ability to reason ethically. Knowledge of specific historical and social situations will help students integrate an appreciation for diversity and inclusiveness into their approach to life-long learning. Students who successfully complete this requirement will improve their

1. Knowledge of human cultures and Physical and Natural World

- Human culture knowledge through understanding of history, social situations, and social institutions

2. Intellectual and Practical Skills

- Critical and creative thinking
- Inquiry and analysis
- Quantitative and/or qualitative literacy through theory and methodology

3. Personal and Social Responsibility

- Intercultural knowledge
- Civic knowledge
- Skills for life-long learning

Courses that apply to the GenEd S&H requirement

Natural and Mathematical Sciences

Students who successfully complete courses in the Natural and Mathematical Sciences will

- become familiar with scientific inquiry and the bases for technology;
- acquire tools to model and understand the physical and natural world;

3. acquire skills in the collection and interpretation of data, critical thinking, and theoretically based inquiry;
4. learn to solve problems;
5. acquire analytical and/or quantitative skills allowing them become informed, active participants in society.

Courses that apply to the GenEd N&M requirement

World Languages and Cultures

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: (1) to understand elements that distinguish cultures from one another and to be able to compare 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; and (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 but may, instead, be a historical subject. The requirement seeks to expand student knowledge of world affairs, cultures, societies, and values; explore 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 infuse a student's experience at Indiana University.

Learning Outcomes

The following foundational knowledge, skills, and attitudes represent the learning objectives for students satisfying the World Languages and Cultures Common Ground requirement:

Knowledge

1. Understands culture within a global and comparative context (that is, the student recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences).
2. Demonstrates knowledge of global issues, processes, trends, and systems (that is, economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations).
3. Demonstrates knowledge of other cultures (including beliefs, values, perspectives, practices, and products).

Skills

1. Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
2. Communicates and connects with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive).
3. Uses foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.

Attitudes

1. Appreciates the language, art, religion, philosophy, and material culture of different cultures.
2. Accepts cultural differences and tolerates cultural ambiguity.
3. Demonstrates an ongoing willingness to seek out international or intercultural opportunities

The World Languages and Cultures requirement may be completed through one of three options: language study, world culture courses, or international experiences (for details, see IU Bloomington General Education requirements).

- For a list of GenEd-approved World Language courses, click [here](#).
- For a list of GenEd-approved World Culture courses, click [here](#).
- For information about opportunities for studying abroad, see the Web site of the [IU Overseas Study Program](#).

Courses

While providing the basis for a challenging and rewarding education, GenEd courses introduce students to the rich diversity of course offerings at IUB and encourage them to explore new and inspiring fields of inquiry. Each year, faculty members from all academic units on the IU Bloomington campus review proposals for new additions to the list of GenEd courses. At present, over 800 courses have been approved by the General Education Committee, giving students a wide variety of options for fulfilling their GenEd requirements.

For a listing of courses all approved for a particular GenEd category, please click the appropriate link on the left.

English Composition

The following courses will apply to the IU Bloomington GenEd English Composition requirement if taken in Summer 2011, Fall 2011, or Spring 2012.

- CMLT-C 110 Writing the World
- ENG-W 131 Elementary Composition
- ENG-W 170 Introduction to Argumentative Writing: Projects in Reading and Writing

Mathematical Modeling

The following courses will apply to the IU Bloomington GenEd Mathematical Modeling requirement if taken in Summer 2011, Fall 2011, or Spring 2012.

- MATH-D 116 and D 117 Introduction to Finite Mathematics I and II (2 cr. + 2 cr.)¹
- MATH-J 113 Introduction to Calculus with Applications
- MATH-M 118 Finite Mathematics
- MATH-M 119 Brief Survey of Calculus I
- MATH-M 211 Calculus I
- MATH-M 213 Accelerated Calculus
- MATH-S 118 Honors Finite Mathematics
- MATH-V 118 Finite Mathematics with Applications: Finite and Consumer Math
- MATH-V 118 Finite Mathematics with Applications: Finite Mathematics for the Social and Biological Sciences

Note: MATH-D 116–D 117 is a two-course sequence. Credit is not given for D 116 until D 116 is completed with a minimum grade of C– and D 117 is completed with a passing grade.

Arts and Humanities

The following courses will apply to the IU Bloomington GenEd Arts & Humanities requirement if taken in Summer 2011, Fall 2011, or Spring 2012.

- AAAD-A 112 Black Music of Two Worlds
- AAAD-A 131 Early African American and African Diaspora Literature
- AAAD-A 132 Recent African American and African Diaspora Literature
- AAAD-A 150 Survey of the Culture of Black Americans
- AAAD-A 169 Introduction to African American Literature
- AAAD-A 249 African American Autobiography
- AAAD-A 252 African American Art I: African Heritage
- AAAD-A 277 Images of Blacks in Films: 1903-1950s
- AAAD-A 278 Contemporary Black Film
- AAAD-A 290 Sociocultural Perspectives of African American Music
- AAAD-A 297 Popular Music of Black America
- AAST-A 200 Asian American Literature
- AMID-D 191 Design Studies: Form and Function
- AMST-A 200 Comparative American Identities
- AMST-A 202 U.S. Arts and Media
- ANTH-A 208 Topics in Anthropology of the Arts and Expressive Behavior
- ANTH-E 208 Global Jazz, Reggae, and Hip-Hop: African Diasporic Music Beyond the African Diaspora
- CLAS-C 101 Ancient Greek Culture
- CLAS-C 102 Roman Culture
- CLAS-C 205 Classical Mythology
- CLAS-C 206 Classical Art and Archaeology
- CLLC-L 110 Collins Seminar: Text, Image, Sound
- CLLC-L 210 Collins Colloquium: Culture, the Arts, and Society
- CMCL-C 121 Public Speaking
- CMCL-C 190 Introduction to Media
- CMCL-C 205 Introduction to Communication & Culture
- CMCL-C 208 Image Cultures
- CMCL-C 220 Performing Human/Nature: Defining Relationships with the Environment
- CMCL-C 228 Argumentation and Public Advocacy
- CMCL-C 238 Communication in Black America
- CMLT-C 111 Reading the World
- CMLT-C 147 Images of the Self: East and West
- CMLT-C 151 Introduction to Popular Culture
- CMLT-C 155 Culture and the Modern Experience
- CMLT-C 200 Honors Seminar
- CMLT-C 205 Comparative Literary Analysis
- CMLT-C 216 Science Fiction, Fantasy, and the Western Tradition
- CMLT-C 217 Detective, Mystery, and Horror Literature
- CMLT-C 219 Romance and the Western Tradition
- CMLT-C 251 Lyrics and Popular Song
- CMLT-C 252 Literary and Television Genres
- CMLT-C 255 Modern Literature and Other Arts: An Introduction
- CMLT-C 257 Asian Literature and Other Arts
- CMLT-C 261 Introduction to African Literature
- CMLT-C 262 Cross-Cultural Encounters
- CMLT-C 265 Introduction to East Asian Poetry
- CMLT-C 291 Studies in Non-Western Film
- COGS-Q 240 Philosophical Foundations of the Cognitive and Information Sciences
- COLL-C 103 Critical Approaches to the Arts and Humanities
- COLL-S 103 IFS Seminar in A&H
- EALC-E 100 East Asia: An Introduction
- EALC-E 110 Popular Culture in East Asia
- EDUC-M 200 Artifacts, Museums, and Everyday Life
- ENG-L 111 Discovering Literature
- ENG-L 112 Experiencing World Cultures through Literatures in English
- ENG-L 203 Introduction to Drama
- ENG-L 204 Introduction to Fiction
- ENG-L 205 Introduction to Poetry
- ENG-L 206 Introduction to Prose (Excluding Fiction)
- ENG-L 207 Women and Literature
- ENG-L 210 Studies in Popular Literature and Mass Media
- ENG-L 213 Literary Masterpieces I
- ENG-L 214 Literary Masterpieces II
- ENG-L 220 Introduction to Shakespeare
- ENG-L 223 Introduction to Ethnic American Literature
- ENG-L 224 Introduction to World Literatures in English
- ENG-L 230 Introduction to Science Fiction
- ENG-L 240 Literature and Public Life
- ENG-L 241 American Jewish Writers
- ENG-L 249 Representations of Gender and Sexuality
- ENG-L 295 American Film Culture
- ENG-W 103 Introductory Creative Writing
- FINA-A 206 Classical Art and Archaeology
- FINA-A 226 Survey of Medieval Art

- FINA-A 231 The Age of Giants: Art in the Time of Leonardo and Michelangelo
- FINA-A 234 Renaissance Florence
- FINA-D 210 Digital Art: Survey and Practice
- FINA-F 100 Fundamental Studio--Drawing
- FINA-F 101 Fundamental Studio--3D
- FINA-F 102 Fundamental Studio--2D
- FINA-H 100 Introduction to Art History and Visual Culture for Non-Majors
- FINA-N 110 Introduction to Studio Art for Nonmajors
- FINA-N 130 Digital Imagery for Nonmajors
- FINA-N 198 Introduction to Photography for Nonmajors
- FINA-S 270 Sculpture I
- FINA-S 271 Introduction to Figurative Sculpture
- FINA-S 291 Fundamentals of Photography
- FOLK-E 112 Black Music of Two Worlds
- FOLK-E 295 Survey of Hip Hop
- FOLK-E 297 Popular Music of Black America
- FOLK-F 101 Introduction to Folklore
- FOLK-F 111 World Music and Culture
- FOLK-F 131 Folklore in the United States
- FOLK-F 225 Forms of Commemoration
- FOLK-F 235 Personal Narratives: A Course in Folklore and Literature
- FOLK-F 252 Folklore and the Humanities
- FRIT-M 222 Topics in Italian Culture
- FRIT-M 234 Florence in Florence
- FRIT-M 235 Rome, the City and the Myth
- GLLC-G 210 Global Village Colloquium
- HISP-S 220 Chicano and Puerto Rican Literature
- HISP-S 265 Topics in Hispanic Literature in Translation
- HON-H 211 Ideas and Experience I
- HON-H 232 Meaningful Writing
- HON-H 233 Great Authors, Composers, and Artists
- HON-H 234 Literature of Time and Place
- HON-H 235 Religion in Literature, Music, Art, and Performance
- HON-H 239 Gender across the Disciplines
- HON-H 242 Animal Ethics
- HPER-D 231 Introduction to Dance Studies
- INTL-I 201 Culture and the Arts: International Perspectives
- JSTU-J 203 Topics in Jewish Studies
- JSTU-L 280 David: The Man and the King
- JSTU-L 285 Guns and Roses: Representations of Soldiers & War in Modern Hebrew Literature
- MUS-P 110 Beginning Piano Class 1, Non-Music Majors
- MUS-P 120 Beginning Piano Class 2, Non-Music Majors
- MUS-T 109 Rudiments of Music
- MUS-T 151 Music Theory and Literature I
- MUS-Z 101 Music for the Listener
- MUS-Z 111 Introduction to Music Theory
- MUS-Z 120 Music in Multimedia
- MUS-Z 171 Opera Theater Series I
- MUS-Z 172 Opera Theater Series II
- MUS-Z 201 History of Rock 'n' Roll Music I
- MUS-Z 202 History of Rock 'n' Roll Music II
- MUS-Z 211 Music Theory II
- MUS-Z 250 Choral Masterworks: Singing Through History
- MUS-Z 260 Music in American Society
- NELC-N 212 Contemporary Literatures of the Middle East (in English Translation)
- PHIL-P 100 Introduction to Philosophy
- PHIL-P 105 Thinking and Reasoning
- PHIL-P 135 Introduction to Existentialism
- PHIL-P 140 Introduction to Ethics
- PHIL-P 145 Introduction to Social and Political Philosophy
- PHIL-P 150 Elementary Logic
- PHIL-P 201 Ancient Greek Philosophy
- PHIL-P 211 Modern Philosophy: Descartes through Kant
- PHIL-P 240 Business and Morality
- PHIL-P 242 Applied Ethics
- PHIL-P 246 Introduction to Philosophy and Art
- POLS-Y 105 Introduction to Political Theory
- REL-A 210 Introduction to the Old Testament/Hebrew Bible
- REL-A 220 Introduction to the New Testament
- REL-A 230 Introduction to Judaism
- REL-A 250 Introduction to Christianity
- REL-A 270 Introduction to Islam
- REL-B 210 Introduction to Buddhism
- REL-B 220 Introduction to Hinduism
- REL-C 210 The Liberal Tradition in U.S. Religious History
- REL-D 250 Religion, Ecology, and the Self
- REL-R 102 Religion and Popular Culture
- REL-R 133 Introduction to Religion
- REL-R 152 Jews, Christians, Muslims
- REL-R 153 Religions of Asia
- REL-R 160 Religion and American Culture
- REL-R 170 Religion, Ethics, and Public Life
- SLAV-C 223 Introduction to Czech Culture
- SLAV-P 223 Introduction to Polish Culture
- SLAV-R 123 Masterworks of Russian Short Fiction
- SLAV-R 223 Introduction to Russian Culture
- SLAV-R 224 Contemporary Russian Culture
- SLAV-R 263 Pushkin to Dostoevsky
- SLAV-R 264 Tolstoy to Solzhenitsyn
- SLAV-S 223 Introduction to Balkan and South Slavic Cultures
- SLAV-U 223 Introduction to Ukrainian Culture
- THTR-T 100 Introduction to Theatre
- THTR-T 101 Script Analysis for the Theatre
- THTR-T 120 Acting I: Fundamentals of Acting

Social and Historical Studies

The following courses will apply to the IU Bloomington GenEd Social & Historical Studies requirement if taken in Summer 2011, Fall 2011, or Spring 2012.

- AAAD-A 154 History of Race in the Americas
- AAAD-A 156 Black Liberation Struggles against Jim Crow and Apartheid

- AAAD-A 203 Studying Blacks of the New World
- AAAD-A 205 Black Electoral Politics
- AAAD-A 210 Black Women in the Diaspora
- AAAD-A 250 U.S. Contemporary Minorities
- AAAD-A 255 The Black Church in America
- AAAD-A 264 History of Sport and the African American Experience
- AAAD-A 265 Modern Sports and the African American Experience
- AAST-A 101 Introduction to Asian American Studies
- AFRI-L 231 African Civilization
- AFRI-L 232 Contemporary Africa
- AMST-A 150 Introduction to Native American and Indigenous Studies
- AMST-A 201 U.S. Movements and Institutions
- ANTH-A 105 Human Origins and Prehistory
- ANTH-A 200 Topics in Anthropology of Culture and Society
- ANTH-A 221 Anthropology of Food
- ANTH-E 101 Ecology and Society
- ANTH-E 105 Culture and Society
- ANTH-E 200 Social and Cultural Anthropology
- ANTH-E 206 Chanting Down Babylon: Protest and Popular Culture in the Afro-Caribbean World Cultures
- ANTH-E 210 Human Diversity Across Space & Time
- ANTH-E 230 American Ethnic Diversity
- ANTH-E 260 Health, Culture, and Illness
- ANTH-L 200 Language and Culture
- ANTH-P 200 Introduction to Archaeology
- ANTH-P 210 Life in the Stone Age
- ANTH-P 215 The Archaeology of Sex
- ANTH-P 220 The Rise and Fall of Ancient Civilizations
- ANTH-P 230 Archaeology of the Ancient Maya
- ANTH-P 240 Archaeology of the Movies
- ANTH-P 250 Introductory World Archeology
- BUS-F 260 Personal Finance
- BUS-L 100 Personal Law
- BUS-L 201 Legal Environment of Business
- BUS-X 100 Introduction to Business
- CEUS-R 191 Introduction to Central Eurasia
- CEUS-R 192 Oil, Islam, and Geopolitics
- CEUS-R 193 Empire of the Mongols
- CEUS-R 250 Introduction to the Ancient Near East
- CEUS-R 260 The Great Wall of China
- CEUS-R 270 The Civilization of Tibet
- CEUS-R 293 Religion and Revolutions in Europe and Asia
- CJUS-P 100 Introduction to Criminal Justice
- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 202 Alternative Social Control Systems
- CLLC-L 120 Collins Colloquium: Politics, Identity, and Resistance
- CLLC-L 220 Collins Colloquium: Uses of the Past
- CMCL-C 122 Interpersonal Communication
- CMCL-C 201 Race and the Media
- CMCL-C 202 Media in the Global Context
- CMCL-C 203 Gender, Sexuality, and the Media
- CMCL-C 204 Topics in Media, Culture, & Society
- CMCL-C 212 Communicating Sustainability
- CMCL-C 229 Ways of Speaking
- CMCL-C 290 Hollywood I
- CMCL-C 292 Hollywood II
- COLL-C 104 Critical Approaches to the Social and Historical Sciences
- COLL-S 104 IFS Seminar in S&H
- EALC-E 101 The World and East Asia
- EALC-E 180 Cross-Cultural Experiences of War: East Asia and the United States
- EALC-E 251 Traditional East Asian Civilizations
- EALC-E 252 Modern East Asian Civilization
- ECON-E 201 Introduction to Microeconomics
- ECON-E 202 Introduction to Macroeconomics
- ECON-S 201 Introduction to Microeconomics: Honors
- ECON-S 202 Introduction to Macroeconomics: Honors
- EDUC-F 200 Examining Self as a Teacher
- EDUC-F 205 Study of Education and the Practice of Teaching
- EDUC-G 203 Communication in the Classroom
- EDUC-G 204 Asian American Mental Health
- EDUC-K 205 Schools, Society, and Exceptionality
- EDUC-P 248 The Elementary School Child: Physical, Emotional, and Social Development
- EDUC-P 250 General Educational Psychology
- EDUC-U 212 Current Issues in Undergraduate Life: Higher Education and U.S. Society: Past and Present
- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art
- FINA-A 108 Art of the Western World
- FINA-A 214 Art and Life in Ancient Rome
- FINA-A 233 Renaissance and Baroque Art in Italy 1250-1700
- FINA-A 290 Architecture for Planet Earth
- FOLK-F 121 World Arts and Culture
- FOLK-F 210 Myth, Legend, and Popular Science
- FOLK-F 215 Health and Morbidity in Traditional Cultures
- FOLK-F 230 Music in Social Movements
- FOLK-F 253 Folklore and the Social Sciences
- FOLK-F 290 Myth, Ritual, Symbol
- FRIT-F 126 Studies in French Civilization
- GEOG-G 110 Introduction to Human Geography
- GEOG-G 120 World Regional Geography
- GLLC-G 220 Global Village Colloquium
- GNDR-G 102 Sexual Politics
- GNDR-G 105 Sex, Gender, and the Body
- GNDR-G 215 Sex and Gender: Cross-Cultural Perspective
- HIST-A 200 Issues in United States History
- HIST-A 205 Asian American History
- HIST-A 207 Introduction to Native American History
- HIST-A 222 Law in America
- HIST-A 225 Elvis, Dylan, and Postwar America
- HIST-A 261 Modern American Women's History
- HIST-A 265 Gender and Sexuality in American History
- HIST-B 200 Issues in Western European History
- HIST-B 204 Medieval Heroes
- HIST-B 224 The Emergence of Europe
- HIST-B 226 The Mafia and Other Italian Mysteries
- HIST-B 260 Women, Men, and Society in Modern Europe

- HIST-C 200 Issues in Ancient History
- HIST-C 205 Introduction to Islamic Civilization
- HIST-C 210 The Making of the Modern Middle East
- HIST-D 102 Icon and Axe: Russia from Earliest Times to 1861
- HIST-D 103 Icon and Axe: Russia from 1861 to Present
- HIST-D 200 Issues in Russian/East European History
- HIST-D 201 The Fall of Communism
- HIST-F 200 Issues in Latin American History
- HIST-G 101 East Asia in World History
- HIST-G 200 Issues in Asian History
- HIST-H 101 The World in the Twentieth Century I
- HIST-H 102 The World in the Twentieth Century II
- HIST-H 103 Europe: Renaissance to Napoleon
- HIST-H 104 Europe: Napoleon to the Present
- HIST-H 105 American History I
- HIST-H 106 American History II
- HIST-H 111 Historical Background to Contemporary Problems I
- HIST-H 206 Medieval Civilization
- HIST-H 207 Modern East Asian Civilization
- HIST-H 208 American East Asian Relations
- HIST-H 209 The Origins of Britain
- HIST-H 210 Britain's Road to Modernity
- HIST-H 211 Latin American Culture and Civilization I
- HIST-H 212 Latin American Culture and Civilization II
- HIST-H 213 The Black Death
- HIST-H 220 American Military History
- HIST-H 223 Between Rome and Constantinople: Eastern Europe and Russia to Mid-Fifteenth Century
- HIST-H 227 African Civilizations
- HIST-H 231 The Family in History
- HIST-H 237 Traditional East Asian Civilizations
- HIST-H 238 Introduction to South Asian History and Civilization
- HIST-H 251 Introduction to Jewish History: From the Bible to Spanish Expulsion
- HIST-H 252 Introduction to Jewish History: From Spanish Expulsion to the Present
- HIST-H 259 American Jewish History
- HIST-H 263 Indiana University, Past and Present
- HIST-W 200 Issues in World History
- HON-H 212 Ideas and Experience II
- HON-H 236 Use of Force
- HON-H 237 Law and Society
- HON-H 238 Politics and Communication
- HON-H 240 Science and Society
- HPER-F 150 Introduction to Life Span Human Development
- HPER-F 255 Human Sexuality
- HPER-F 258 Marriage and Family Interaction
- HPER-H 172 International Health and Social Issues
- HPER-H 174 Prevention of Violence in American Society
- HPER-H 220 Death and Dying
- HPER-H 235 Obesity and Health
- HPER-H 263 Personal Health
- HPER-R 160 Foundations of Recreation and Leisure
- HPER-T 142 Living Well
- HPSC-X 102 Revolutions in Science: Plato to NATO
- HPSC-X 110 Scientists at Work: from Frankenstein to Einstein
- HPSC-X 123 Perspectives on Science: Social and Historical
- HPSC-X 205 Introduction to Medical History
- HPSC-X 210 Technology and Culture
- HPSC-X 222 Big Science in the Twentieth Century
- INST-I 211 Introduction to South Asian History
- INST-I 212 The Civilization of Tibet
- INTL-I 100 Introduction to International Studies
- INTL-I 202 Health, Environment, and Development
- INTL-I 203 Global Integration and Development
- INTL-I 204 Human Rights and Social Movements: International Perspectives
- INTL-I 205 International Communication
- INTL-I 206 Nations, States, and Boundaries
- JOUR-J 110 Foundations of Journalism and Mass Communication
- JSTU-J 204 Social and Historical Topics in Jewish Studies
- JSTU-J 251 Introduction to Jewish History: From the Bible to Spanish Expulsion
- JSTU-J 252 Introduction to Jewish History: From Spanish Expulsion to the Present
- LATS-L 101 Introduction to Latino Studies
- LATS-L 102 Introduction to Latino History
- LATS-L 103 Introduction to Latino Culture
- LATS-L 104 Latinas in the United States
- LATS-L 111 Latino Film: An Introduction and Overview
- LING-L 103 Introduction to the Study of Language
- LING-L 112 Language and Politics
- LSTU-L 101 American Labor History
- LSTU-L 110 Introduction to Labor Studies: Labor and Society
- LSTU-L 230 Labor and the Economy
- NELC-E 201 History and Civilization of Ancient Egypt
- NELC-N 122 U.S. Foreign Policy and the Muslim World
- NELC-N 208 Muslim Communities in Europe and the U.S.: Transnational Islam
- NELC-N 220 Muhammad: Life of the Prophet
- NELC-N 265 Introduction to Islamic Civilization
- NELC-N 268 Military History of the Middle East
- PACE-C 210 Public Leadership in America
- PACE-C 211 Public Decision Making in America
- POLS-Y 100 American Political Controversies
- POLS-Y 102 International Political Controversies
- POLS-Y 103 Introduction to American Politics
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Politics
- POLS-Y 200 Contemporary Political Topics: Contemporary Middle East in World Politics
- POLS-Y 200 Contemporary Political Topics: Politics and the Media
- POLS-Y 200 Contemporary Political Topics: Election 20XX

- POLS-Y 202 Politics and Citizenship in the Information Age
- POLS-Y 204 Institutional Analysis & Governance
- POLS-Y 211 Introduction to Law
- POLS-Y 249 Religion, Politics, and Public Policy
- PSY-P 102 Introductory Psychology II
- REL-A 201 Introduction to African Religions
- REL-C 220 American Religion and Politics
- SOC-S 100 Introduction to Sociology
- SOC-S 101 Social Problems and Policies
- SOC-S 105 Current Social Controversies
- SOC-S 210 The Economy, Organizations, and Work
- SOC-S 215 Social Change
- SOC-S 217 Social Inequality
- SOC-S 230 Society and the Individual
- SPEA-A 163 Arts Worlds: Management, Markets, and Policy
- SPEA-E 162 Environment and People
- SPEA-S 160 Honors—National and International Policy
- SPEA-S 161 Honors—Urban Problems and Solutions
- SPEA-S 162 Honors—Environment and People
- SPEA-S 163 Honors—Art Worlds: Management, Markets, and Policy
- SPEA-S 220 Honors—Law and Public Affairs
- SPEA-V 160 National and International Policy
- SPEA-V 161 Urban Problems and Solutions
- SPEA-V 220 Law and Public Policy
- SWK-S 100 Understanding Diversity in a Pluralistic Society
- SWK-S 221 Human Behavior and the Social Environment I
- SWK-S 251 Emergence of Social Services
- TEL-T 101 Media Life
- TEL-T 191 Race, Ethnicity, and Media
- TEL-T 192 Women and the Media
- TEL-T 205 Introduction to Media & Society
- BIOL-L 112 Introduction to Biology: Biological Mechanisms*
- CHEM-C 100 The World as Chemistry*
- CHEM-C 101 Elementary Chemistry I*
- CHEM-C 102 Elementary Chemistry II*
- CHEM-C 103 Introduction to Chemical Principles*
- CHEM-C 117 Principles of Chemistry and Biochemistry*
- CHEM-C 121 Elementary Chemistry Laboratory I*
- CHEM-C 122 Elementary Chemistry Laboratory II*
- CLLC-L 130 Collins Seminar: Science and the Universe*
- CLLC-L 230 Collins Colloquium: Life: Concepts and Issues*
- COGS-Q 101 Introduction to Cognitive Science
- COGS-Q 250 Mathematics and Logic for the Cognitive and Information Sciences
- COGS-Q 270 Experiments and Models in Cognition*
- COLL-C 105 Critical Approaches to the Natural and Mathematical Sciences*
- COLL-S 105 IFS Seminar in N&M*
- CSCI-A 110 Introduction to Computers and Computing
- CSCI-A 201 Introduction to Programming I
- CSCI-A 202 Introduction to Programming II
- CSCI-C 102 Great Ideas in Computing
- CSCI-C 211 Introduction to Computer Science
- CSCI-C 212 Introduction to Software Systems, Honors
- CSCI-H 211 Introduction to Computer Science
- CSCI-H 212 Introduction to Software Systems, Honors
- GEOG-G 107 Physical Systems of the Environment*
- GEOG-G 109 Weather and Climate*
- GEOL-G 103 Earth Science: Materials and Processes*
- GEOL-G 104 Evolution of the Earth*
- GEOL-G 105 Earth: Our Habitable Planet*
- GEOL-G 111 Physical Geology*
- GEOL-G 112 Historical Geology*
- GEOL-G 114 Dinosaurs and Their Relatives*
- GEOL-G 116 Our Planet and Its Future*
- GEOL-G 121 Meteorites and Geological Processes in Planets*
- GEOL-G 131 Oceans and Our Global Environment*
- GEOL-G 141 Earthquakes and Volcanoes*
- GEOL-G 171 Environmental Geology*
- GEOL-G 188 Volcanoes of the Eastern Sierra Nevada: Geology and Natural Heritage*
- GEOL-S 103 Earth Science: Materials and Processes Honors*
- GEOL-S 121 Meteorites and Geological Processes in Planets, Honors*
- HON-H 241 Scientific Uncertainty and Discovery*
- HPER-N 231 Human Nutrition*
- HPSC-X 200 Scientific Reasoning
- HPSC-X 253 Inductive Reasoning
- HUBI-B 101 The Human Organism*
- INFO-H 101 Introduction to Informatics--Honors
- INFO-I 101 Introduction to Informatics

Natural and Mathematical Sciences

The following courses will apply to the IU Bloomington GenEd Natural and Mathematical Sciences requirement if taken in Summer 2011, Fall 2011, or Spring 2012.

- ANAT-A 215 Basic Human Anatomy*
- ANTH-A 211 Anthropology Topics in the Natural & Mathematical Sciences*
- ANTH-B 200 Bioanthropology*
- AST-A 100 The Solar System*
- AST-A 102 Gravity the Great Attractor: Evolution of Planets, Stars, and Galaxies*
- AST-A 103 The Search for Life in the Universe*
- AST-A 105 Stars and Galaxies*
- AST-A 115 Birth and Death of the Universe*
- AST-A 221 General Astronomy I*
- AST-A 222 General Astronomy II*
- BIOL-L 100 Humans and the Biological World*
- BIOL-L 104 Introductory Biology Lectures*
- BIOL-L 111 Introduction to Biology: Evolution and Diversity*

- MATH-D 116 and D 117 Introduction to Finite Mathematics I and II (2 cr. + 2 cr.)¹
- MATH-J 113 Introduction to Calculus with Applications
- MATH-M 118 Finite Mathematics
- MATH-M 119 Brief Survey of Calculus I
- MATH-M 120 Brief Survey of Calculus II
- MATH-M 211 Calculus I
- MATH-M 212 Calculus II
- MATH-M 213 Accelerated Calculus
- MATH-S 118 Honors Finite Mathematics
- MATH-S 212 Honors Calculus II
- MATH-V 118 Finite Mathematics with Applications: Finite Mathematics for the Social and Biological Sciences
- MSCI-M 216 Medical Science of Psychoactive Drugs*
- PHIL-P 250 Introductory Symbolic Logic
- PHIL-P 251 Intermediate Symbolic Logic
- PHSL-P 215 Basic Human Physiology*
- PHYS-P 101 Physics in the Modern World*
- PHYS-P 105 Basic Physics of Sound*
- PHYS-P 108 Intermediate Acoustics Laboratory*
- PHYS-P 111 Physics of Extraterrestrial Life and Death*
- PHYS-P 120 Energy and Technology*
- PHYS-P 125 Energy in the Twenty-first Century*
- PHYS-P 150 How Things Work*
- PHYS-P 151 Twenty-first Century Physics*
- PHYS-P 199 Physical Sciences through Inquiry*
- PHYS-P 201 General Physics I*
- PHYS-P 202 General Physics II*
- PSY-P 101 Introductory Psychology I*
- PSY-P 106 General Psychology, Honors*
- PSY-P 151 Introduction to Psychology I for Majors*
- PSY-P 155 Introduction to Psychological and Brain Sciences*
- PSY-P 201 An Introduction to Neuroscience*
- PSY-P 204 Psychological and Biological Bases of Human Sexuality*
- SOC-S 110 Charts, Graphs, and Tables
- SPEA-E 272 Introduction to Environmental Sciences*
- SPEA-S 272 Honors--Introduction to Environmental Sciences*
- STAT-S 100 Statistical Literacy
- TOPT-V 201 Anatomy and Physiology of the Eye*
- VSCI-V 250 The Miracle of Sight*
- CEUS-T 104 Introductory Estonian II
- CEUS-T 111 Introductory Uzbek I
- CEUS-T 112 Introductory Uzbek II
- CEUS-T 113 Introductory Kazakh I
- CEUS-T 114 Introductory Kazakh II
- CEUS-T 117 Introductory Turkmen I
- CEUS-T 118 Introductory Turkmen II
- CEUS-T 131 Introductory Uyghur I
- CEUS-T 132 Introductory Uyghur II
- CEUS-T 141 Introductory Hungarian I
- CEUS-T 142 Introductory Hungarian II
- CEUS-T 151 Introductory Persian I
- CEUS-T 152 Introductory Persian II
- CEUS-T 161 Introductory Mongolian I
- CEUS-T 162 Introductory Mongolian II
- CEUS-T 171 Introductory Tibetan I
- CEUS-T 172 Introductory Tibetan II
- CEUS-T 181 Introductory Turkish I
- CEUS-T 182 Introductory Turkish II
- CEUS-T 183 Introductory Azeri I
- CEUS-T 184 Introductory Azeri II
- CEUS-T 201 Intermediate Finnish I
- CEUS-T 202 Intermediate Finnish II
- CEUS-T 203 Intermediate Estonian I
- CEUS-T 204 Intermediate Estonian II
- CEUS-T 211 Intermediate Uzbek I
- CEUS-T 212 Intermediate Uzbek II
- CEUS-T 213 Intermediate Kazakh I
- CEUS-T 214 Intermediate Kazakh II
- CEUS-T 217 Intermediate Turkmen I
- CEUS-T 218 Intermediate Turkmen II
- CEUS-T 231 Intermediate Uyghur I
- CEUS-T 232 Intermediate Uyghur II
- CEUS-T 241 Intermediate Hungarian I
- CEUS-T 242 Intermediate Hungarian II
- CEUS-T 251 Intermediate Persian I
- CEUS-T 252 Intermediate Persian II
- CEUS-T 261 Intermediate Mongolian I
- CEUS-T 262 Intermediate Mongolian II
- CEUS-T 271 Intermediate Tibetan I
- CEUS-T 272 Intermediate Tibetan II
- CEUS-T 281 Intermediate Turkish I
- CEUS-T 282 Intermediate Turkish II
- CEUS-T 283 Intermediate Azeri I
- CEUS-T 284 Intermediate Azeri II
- CLAS-G 100 Elementary Greek I
- CLAS-G 150 Elementary Greek II
- CLAS-G 200 Greek Prose: Pagans and Christians
- CLAS-G 250 Greek Poetry: Homer
- CLAS-L 100 Elementary Latin I
- CLAS-L 103 Intermediate Latin
- CLAS-L 150 Elementary Latin II
- CLAS-L 200 Second-Year Latin I
- CLAS-L 250 Second-Year Latin II
- EALC-C 101 Elementary Chinese I
- EALC-C 102 Elementary Chinese II
- EALC-C 103 Advanced Elementary Chinese I
- EALC-C 104 Advanced Elementary Chinese II
- EALC-C 201 Second-Year Chinese I

* Natural Science course

¹ **Note:** MATH-D 116–D 117 is a two-course sequence. Credit is not given for D 116 until D 116 is completed with a minimum grade of C– and D 117 is completed with a passing grade.

World Languages

The following courses will apply to the IU Bloomington GenEd World Languages requirement if taken in Summer 2011, Fall 2011, or Spring 2012.

- CEUS-T 101 Introductory Finnish I
- CEUS-T 102 Introductory Finnish II
- CEUS-T 103 Introductory Estonian I

- EALC-C 202 Second-Year Chinese II
- EALC-J 101 Elementary Japanese I
- EALC-J 102 Elementary Japanese II
- EALC-J 201 Second-Year Japanese I
- EALC-J 202 Second-Year Japanese II
- EALC-K 101 Elementary Korean I
- EALC-K 102 Elementary Korean II
- EALC-K 201 Second-Year Korean I
- EALC-K 202 Second-Year Korean II
- FRIT-F 100 Elementary French I
- FRIT-F 115 Accelerated Elementary French
- FRIT-F 150 Elementary French II: Language and Culture
- FRIT-F 200 Second-Year French I: Language and Culture
- FRIT-F 250 Second-Year French II: Language and Culture
- FRIT-F 265 Accelerated Second-Year French
- FRIT-M 100 Elementary Italian I
- FRIT-M 110 Italian Language through Opera
- FRIT-M 115 Accelerated Elementary Italian
- FRIT-M 150 Elementary Italian II
- FRIT-M 200 Intermediate Italian I
- FRIT-M 215 Accelerated Second-Year Italian
- FRIT-M 250 Intermediate Italian II
- GER-G 100 Beginning German I
- GER-G 105 Accelerated Elementary German I
- GER-G 106 Accelerated Elementary German II
- GER-G 150 Beginning German II
- GER-G 200 Intermediate German I
- GER-G 250 Intermediate German II
- GER-K 100 Beginning Norwegian I
- GER-K 150 Beginning Norwegian II
- GER-K 200 Intermediate Norwegian I
- GER-K 250 Intermediate Norwegian II
- GER-N 100 Intensive Dutch I
- GER-N 150 Intensive Dutch II
- GER-N 200 Dutch Reading, Composition, and Conversation I
- GER-N 250 Dutch Reading, Composition, and Conversation II
- GER-Y 100 Beginning Yiddish I
- GER-Y 150 Beginning Yiddish II
- GER-Y 200 Intermediate Yiddish I
- GER-Y 250 Intermediate Yiddish II
- HISP-P 100 Elementary Portuguese I
- HISP-P 135 Intensive Portuguese
- HISP-P 150 Elementary Portuguese II
- HISP-P 200 Second-Year Portuguese I
- HISP-P 250 Second-Year Portuguese II
- HISP-S 100 Elementary Spanish I
- HISP-S 105 First-Year Spanish
- HISP-S 150 Elementary Spanish II
- HISP-S 200 Second-Year Spanish I
- HISP-S 250 Second-Year Spanish II
- INST-H 100 Beginning Hindi I
- INST-H 150 Beginning Hindi II
- INST-H 200 Second-Year Hindi I
- INST-H 250 Second-Year Hindi II
- INST-U 100 Beginning Urdu I
- INST-U 150 Beginning Urdu II
- INST-U 200 Second-Year Urdu I
- INST-U 250 Second-Year Urdu II
- JSTU-B 200 Intermediate Biblical Hebrew I
- JSTU-B 250 Intermediate Biblical Hebrew II
- JSTU-H 100 Elementary Hebrew I
- JSTU-H 150 Elementary Hebrew II
- JSTU-H 190 Intensive Elementary Hebrew
- JSTU-H 200 Intermediate Hebrew I
- JSTU-H 250 Intermediate Hebrew II
- LING-B 101 Elementary Bamana I
- LING-B 102 Elementary Bamana II
- LING-B 201 Intermediate Bamana I
- LING-B 202 Intermediate Bamana II
- LING-H 101 Elementary Hausa I
- LING-H 102 Elementary Hausa II
- LING-H 201 Intermediate Hausa I
- LING-H 202 Intermediate Hausa II
- LING-K 101 Elementary Akan I
- LING-K 102 Elementary Akan II
- LING-K 201 Intermediate Akan I
- LING-K 202 Intermediate Akan II
- LING-S 101 Elementary Swahili I
- LING-S 102 Elementary Swahili II
- LING-S 201 Intermediate Swahili I
- LING-S 202 Intermediate Swahili II
- LING-X 101 Elementary Wolof I
- LING-X 102 Elementary Wolof II
- LING-X 201 Intermediate Wolof I
- LING-X 202 Intermediate Wolof II
- LING-Z 101 Elementary Zulu I
- LING-Z 102 Elementary Zulu II
- LING-Z 201 Intermediate Zulu I
- LING-Z 202 Intermediate Zulu II
- LTAM-C 101 Elementary Haitian Creole I
- LTAM-C 102 Elementary Haitian Creole II
- LTAM-C 201 Intermediate Haitian Creole I
- LTAM-C 202 Intermediate Haitian Creole II
- LTAM-Q 101 Elementary Quechua I
- LTAM-Q 102 Elementary Quechua II
- LTAM-Q 201 Intermediate Quechua I
- LTAM-Q 202 Intermediate Quechua II
- NELC-A 100 Elementary Arabic I
- NELC-A 150 Elementary Arabic II
- NELC-A 160 First-Year Arabic
- NELC-A 200 Intermediate Arabic I
- NELC-A 250 Intermediate Arabic II
- SLAV-C 101 Elementary Czech I
- SLAV-C 102 Elementary Czech II
- SLAV-C 201 Intermediate Czech I
- SLAV-C 202 Intermediate Czech II
- SLAV-M 101 Elementary Romanian I
- SLAV-M 102 Elementary Romanian II
- SLAV-M 111 Summer Intensive Elementary Romanian I
- SLAV-M 122 Summer Intensive Elementary Romanian II
- SLAV-M 201 Intermediate Romanian I

- SLAV-M 202 Intermediate Romanian II
- SLAV-N 111 Summer Intensive Elementary Russian I
- SLAV-N 112 Summer Intensive Elementary Russian II
- SLAV-N 122 Summer Intensive Elementary Russian II
- SLAV-N 221 Summer Intensive Intermediate Russian I
- SLAV-N 231 Summer Intensive Intermediate Russian I
- SLAV-N 232 Summer Intensive Intermediate Russian II
- SLAV-N 242 Summer Intensive Intermediate Russian II
- SLAV-P 101 Elementary Polish I
- SLAV-P 102 Elementary Polish II
- SLAV-P 111 Summer Intensive Elementary Polish I
- SLAV-P 122 Summer Intensive Elementary Polish II
- SLAV-P 201 Intermediate Polish I
- SLAV-P 202 Intermediate Polish II
- SLAV-R 101 Elementary Russian I
- SLAV-R 102 Elementary Russian II
- SLAV-R 201 Intermediate Russian I
- SLAV-R 202 Intermediate Russian II
- SLAV-S 101 Elementary Serbian and Croatian I
- SLAV-S 102 Elementary Serbian and Croatian II
- SLAV-S 111 Summer Intensive Elementary Croatian/Serbian I
- SLAV-S 122 Summer Intensive Elementary Croatian/Serbian II
- SLAV-S 201 Intermediate Serbian and Croatian I
- SLAV-S 202 Intermediate Serbian and Croatian II
- SPHS-A 100 American Sign Language I
- SPHS-A 150 American Sign Language II
- SPHS-A 200 American Sign Language III
- SPHS-A 250 American Sign Language IV
- WEUR-E 100 Beginning Modern Greek I
- WEUR-E 150 Beginning Modern Greek II
- WEUR-E 200 Intermediate Modern Greek I
- WEUR-E 250 Intermediate Modern Greek II: An Introduction to Modern Greek Culture
- ANTH-E 206 Chanting Down Babylon: Protest and Popular Culture in the Afro-Caribbean World Cultures
- ANTH-P 250 Introductory World Archeology
- CEUS-R 250 Introduction to the Ancient Near East
- CEUS-R 270 The Civilization of Tibet
- CLAS-C 101 Ancient Greek Culture
- CLAS-C 102 Roman Culture
- CLAS-C 205 Classical Mythology
- CLAS-C 206 Classical Art and Archaeology
- CMLT-C 147 Images of the Self: East and West
- CMLT-C 257 Asian Literature and Other Arts
- CMLT-C 261 Introduction to African Literature
- CMLT-C 262 Cross-Cultural Encounters
- CMLT-C 265 Introduction to East Asian Poetry
- CMLT-C 266 Introduction to East Asian Fiction
- CMLT-C 291 Studies in Non-Western Film
- EALC-E 100 East Asia: An Introduction
- EALC-E 101 The World and East Asia
- EALC-E 110 Popular Culture in East Asia
- EALC-E 160 The Daoist Body
- EALC-E 180 Cross-Cultural Experiences of War: East Asia and the United States
- EALC-E 231 Japan: The Living Tradition
- EALC-E 232 China Past and Present: Culture in Continuing Evolution
- EALC-E 233 Survey of Korean Civilization
- EALC-E 251 Traditional East Asian Civilizations
- EALC-E 252 Modern East Asian Civilization
- EALC-E 270 Japanese Language and Society
- EALC-E 271 Twentieth-Century Japanese Culture
- ENG-G 208 World Englishes
- ENG-L 224 Introduction to World Literatures in English
- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art
- FINA-A 155 Introduction to African Art
- FINA-A 160 Introduction to East Asian Art
- FINA-A 234 Renaissance Florence
- FINA-A 262 Introduction to Japanese Art and Culture
- FOLK-E 112 Black Music of Two Worlds
- FOLK-F 111 World Music and Culture
- FOLK-F 121 World Arts and Culture
- FRIT-F 125 Studies in French Culture
- FRIT-F 126 Studies in French Civilization
- FRIT-M 222 Topics in Italian Culture
- FRIT-M 234 Florence in Florence
- FRIT-M 235 Rome, the City and the Myth
- GER-E 121 An Introduction to German Culture
- HISP-P 290 Topics in Luso-Brazilian Culture
- HISP-S 260 Introduction to Hispanic Film
- HISP-S 284 Women in Hispanic Culture
- HISP-S 290 Topics in Hispanic Culture
- HIST-B 200 Issues in Western European History
- HIST-B 204 Medieval Heroes
- HIST-B 224 The Emergence of Europe
- HIST-B 226 The Mafia and Other Italian Mysteries
- HIST-B 260 Women, Men, and Society in Modern Europe
- HIST-C 200 Issues in Ancient History

World Cultures

The following courses will apply to the IU Bloomington GenEd World Cultures requirement if taken in Summer 2011, Fall 2011, or Spring 2012.

- AAAD-A 112 Black Music of Two Worlds
- AAAD-A 154 History of Race in the Americas
- AAAD-A 156 Black Liberation Struggles against Jim Crow and Apartheid
- AAAD-A 221 Dance in the African Diaspora
- AAST-A 201 Asian Diaspora Experience
- AFRI-L 231 African Civilization
- AFRI-L 232 Contemporary Africa
- AMST-A 100 What is America?
- ANTH-E 110 Indians of Mexico: Ancient and Modern
- ANTH-E 205 Peoples of the World

- HIST-C 205 Introduction to Islamic Civilization
- HIST-C 210 The Making of the Modern Middle East
- HIST-D 102 Icon and Axe: Russia from Earliest Times to 1861
- HIST-D 103 Icon and Axe: Russia from 1861 to Present
- HIST-D 200 Issues in Russian/East European History
- HIST-F 200 Issues in Latin American History
- HIST-G 101 East Asia in World History
- HIST-G 200 Issues in Asian History
- HIST-H 101 The World in the Twentieth Century I
- HIST-H 102 The World in the Twentieth Century II
- HIST-H 103 Europe: Renaissance to Napoleon
- HIST-H 104 Europe: Napoleon to the Present
- HIST-H 206 Medieval Civilization
- HIST-H 207 Modern East Asian Civilization
- HIST-H 208 American East Asian Relations
- HIST-H 209 The Origins of Britain
- HIST-H 210 Britain's Road to Modernity
- HIST-H 211 Latin American Culture and Civilization I
- HIST-H 212 Latin American Culture and Civilization II
- HIST-H 213 The Black Death
- HIST-H 223 Between Rome and Constantinople: Eastern Europe and Russia to Mid-Fifteenth Century
- HIST-H 227 African Civilizations
- HIST-H 237 Traditional East Asian Civilizations
- HIST-H 238 Introduction to South Asian History and Civilization
- HIST-H 251 Introduction to Jewish History: From the Bible to Spanish Expulsion
- HIST-H 252 Introduction to Jewish History: From Spanish Expulsion to the Present
- HPSC-X 102 Revolutions in Science: Plato to NATO
- HPSC-X 207 The Occult in Western Civilization
- INST-I 100 Introduction to India
- INTL-I 100 Introduction to International Studies
- INTL-I 201 Culture and the Arts: International Perspectives
- INTL-I 202 Health, Environment, and Development
- INTL-I 203 Global Integration and Development
- INTL-I 204 Human Rights and Social Movements: International Perspectives
- INTL-I 205 International Communication
- INTL-I 206 Nations, States, and Boundaries
- JSTU-C 240 Contemporary Israeli Culture
- JSTU-J 251 Introduction to Jewish History: From the Bible to Spanish Expulsion
- JSTU-J 252 Introduction to Jewish History: From Spanish Expulsion to the Present
- NELC-N 204 Topics in Middle Eastern Culture and Society
- NELC-N 212 Contemporary Literatures of the Middle East (in English Translation)
- NELC-N 220 Muhammad: Life of the Prophet
- NELC-N 265 Introduction to Islamic Civilization
- PHIL-P 201 Ancient Greek Philosophy
- PHIL-P 205 Modern Jewish Philosophy
- REL-A 201 Introduction to African Religions
- REL-A 210 Introduction to the Old Testament/Hebrew Bible
- REL-A 220 Introduction to the New Testament
- REL-A 230 Introduction to Judaism
- REL-A 250 Introduction to Christianity
- REL-A 270 Introduction to Islam
- REL-B 210 Introduction to Buddhism
- REL-B 215 Zen Buddhism
- REL-B 220 Introduction to Hinduism
- REL-B 240 Introduction to Daoism
- REL-R 152 Jews, Christians, Muslims
- REL-R 153 Religions of Asia
- SLAV-C 223 Introduction to Czech Culture
- SLAV-P 223 Introduction to Polish Culture
- SLAV-R 123 Masterworks of Russian Short Fiction
- SLAV-R 223 Introduction to Russian Culture
- SLAV-R 263 Pushkin to Dostoevsky
- SLAV-R 264 Tolstoy to Solzhenitsyn
- SLAV-S 223 Introduction to Balkan and South Slavic Cultures
- SLAV-U 223 Introduction to Ukrainian Culture

International Experiences

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Academic Policies

For information on a specific GenEd policy, please click the appropriate link on the left.

Accommodations for Students with Disabilities

Students with documented disabilities that affect their performance in the Common Ground Mathematics and/or World Language curriculum should contact the [Office of Disability Services for Students](#) (DSS). DSS will evaluate students on an individual basis and make any necessary referrals for further consultation, support, and when appropriate, additional accommodations. Requirements will not be waived, but early contact and participation in the accommodations process can promote student success and ensure timely progress to degree.

Double-Counting Courses

"Double-counting" occurs when a single course applies to more than one requirement.

Several courses have been approved for both Breadth of Inquiry credit (A&H, S&H, or N&M) and World Culture credit. These courses double-count within the IU Bloomington campus-wide General Education Program and will apply to both GenEd requirements.

A course used to satisfy the Mathematical Modeling Foundations requirement, however, will **not** double-count toward the Breadth of Inquiry: Natural and Mathematical Sciences requirement.

At the discretion of the degree-granting unit (i.e., the school or the College), a GenEd-approved course may also apply to that school's degree requirements.

Grade Minima

Unless otherwise explicitly stated, a grade of D– or higher is sufficient for successful completion of a course in the General Education Common Ground curriculum.

A grade of C– or higher is required for successful completion of a course approved for the Foundations: English Composition requirement.

Courses in which a student earns a grade of “P” (i.e., Pass) will **not** count toward fulfillment of Common Ground requirements.

Independent Study

In very rare cases, an independent study or correspondence course *may* apply toward fulfillment of IU Bloomington General Education requirements, but **only** with the approval of the IU Bloomington academic unit that has the relevant faculty expertise and exercises curricular authority for the course and subject area.

Repeatable Courses

Repeatable courses that are GenEd-approved may apply toward fulfillment of Common Ground requirements more than once **only** if the course is repeated with a different topic.

Test Credit

For Breadth of Inquiry and World Languages and Cultures, at the discretion of departments, and with permission of the appropriate academic dean (i.e., the academic dean for the course), exemptions for approved courses may be earned by satisfactory performance on departmentally approved examinations.

Equivalencies for foreign language courses are established by the College of Arts and Sciences and will apply to the General Education requirements in accordance with the policies published in the current [Bulletin of the College of Arts and Sciences](#).

Students whose SAT Verbal score is 670 or higher, or who earn a score of 32 or higher on the ACT English Test, are exempt from the English Composition requirement.

Students who earn a score of 4 or 5 on the AP English Language and Composition exam will receive credit for ENG-W 131, which fulfills the English Composition requirement. Students who earn a score of 4 or 5 on the AP English Literature and Composition exam will receive credit for ENG-L 198 and are exempt from the English Composition requirement.

For additional information on academic credit granted on the basis of performance on select standardized tests (Advanced Placement, International Baccalaureate, etc.) see the Web site of the [Office of Admissions](#).

Transfer Credit

1. Transfer credit that is articulated to an IU Bloomington GenEd-approved course will apply toward the same GenEd Common Ground requirement (or requirements) as the IU Bloomington course in that category. Course equivalencies are established through review by appropriate faculty members in the IU Bloomington academic unit that offers the relevant course or

courses, in accordance with the policy and practice of that academic unit.

2. Credit granted on the basis of test scores (AP, IB, departmental exams), if it appears on a student transcript as an IU Bloomington GenEd-approved course, will apply toward the same GenEd Common Ground requirement (or requirements) as the IU Bloomington course in that category. Course equivalencies are established through review by appropriate faculty members in the IU Bloomington academic unit that offers the relevant course or courses, in accordance with the policy and practice of that academic unit.
3. Any IU course taken in residence at another IU campus and listed in the Core Transfer Library under the same CTL Name as an IUB GenEd-approved course will apply toward the same GenEd Common Ground requirement (or requirements) as the IU Bloomington course in that category.
4. Courses offered at other IU campuses may be considered equivalent to an IU Bloomington GenEd-approved course for the purpose of fulfilling the IUB GenEd Common Ground requirements. Such equivalencies are established through review by appropriate faculty members in the IU Bloomington academic unit that offers the relevant course or courses, in accordance with the policy and practice of that academic unit.
5. Transfer credit that has been articulated to a course that is not part of the GenEd curriculum is not applicable to IU Bloomington GenEd Common Ground requirements.
6. With appropriate approval, transfer credit that appears on a student transcript as “Undistributed” **may** apply toward GenEd Common Ground requirements. Students who wish to have undistributed transfer credit evaluated for possible application to their GenEd requirements should first contact the Office of Admissions to request course articulation through the standard procedure. If such transfer credit cannot be articulated to an IU Bloomington course, the student may request that the undistributed credit be evaluated for applicability to GenEd requirements. Applicability of undistributed transfer credit to GenEd Common Ground requirements requires approval of the appropriate academic unit (as determined by the subject matter of the course) and of the GenEd Committee. Students must meet published deadlines for the evaluation of undistributed transfer credit and will not be allowed to file a petition for a single course more than once.
7. Transfer credit will be reviewed for applicability to GenEd Common Ground requirements only after the student has completed the course and the transfer credit appears on the student’s Indiana University transcript.