

INDIANA UNIVERSITY

Proposed Resolution

On Adoption of AAC&U LEAP Essential Learning Outcomes as the Framework for General Education Programs on All Campuses of Indiana University

(For endorsement by the University Faculty Council: November 30, 2010)

Resolution

- Whereas Indiana University serves as the largest multi-campus public institution responsible for granting baccalaureate degrees in liberal education and professional education in the State of Indiana;
- Whereas the campus-wide General Education program on each Indiana University campus addresses subject areas, skill sets, and competencies deemed important for students to build foundations that will support their transitions into academic degree programs, professional careers, and their engagement as citizens in a democratic society during the 21st century;
- Whereas each campus of Indiana University has implemented a campus-wide General Education program that reflects the unique strengths and values of their campus;
- Whereas the process of completing general education promotes the goal of baccalaureate attainment for all students by facilitating the paradoxical strategies of *retention* for native-to-campus students and *mobility* for transfer students who for many legitimate reasons may not be able to begin their baccalaureate work at a campus of Indiana University;
- Whereas wide variability and differences in *courses* that meet General Education requirements on each Indiana University campus result in a lack of comparability and consistency in courses that meet General Education requirements across all Indiana University campuses, which creates confusion and impedes progress toward baccalaureate attainment for students who transfer to an Indiana University campus;
- Whereas significant coherence does exist in the *frameworks* for General Education programs across Indiana University campuses, in that the General Education frameworks at all campuses similarly require:
 - Knowledge of Human Cultures and the Physical and Natural World through study in the sciences and mathematics, social sciences, histories, languages and the arts – focused by engagement with big questions, both contemporary and enduring;
 - Intellectual and Practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving – practiced extensively across the curriculum in the context of progressively more challenging problems, projects and standards for performance;
 - Personal and Social Responsibility, including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action,

foundations and skills for lifelong learning – anchored through active involvement with diverse communities and real-world challenges;

- Integrative and Applied Learning, including synthesis and advanced accomplishment across general and specialized studies – demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems (*AAC&U Liberal Education & America's Promise*);
- Whereas the coherence of the General Education frameworks across all Indiana University campuses comports closely with the Essential Learning Outcomes that are the focus of the Liberal Education and America's Promise (LEAP) initiative developed by the Association of American Colleges and Universities (AAC&U);
- Whereas, the Essential Learning Outcomes of the LEAP initiative were developed based on an extensive national survey and involvement of key stakeholders to guide best practice and innovation in undergraduate education by linking general education, liberal education, professional education, degree attainment and economic development;

NOW, therefore, be it resolved,

- That the University Faculty Council of Indiana University endorses the Essential Learning Outcomes of the AAC&U LEAP initiative as the guiding framework for General Education programs at all campuses of Indiana University;
- Further, that the University Faculty Council of Indiana University invites other institutions of higher education in the State of Indiana to similarly endorse the Essential Learning Outcomes of the AAC&U LEAP initiative as the guiding framework for their General Education programs, and to join with IU to make Indiana an AAC&U LEAP State, with the goal of fostering cross-institution collaborations that will raise levels of student achievement and baccalaureate attainment;
- Further, that the University Faculty Council urges the campuses of Indiana University to adopt academic regulations that accept a package of 30 credit hours in transfer from students who complete General Education requirements at any institution of higher education that is a member of the AAC&U LEAP Campus Action Network and has a General Education program that matches the LEAP Essential Learning Outcomes. Students who transfer credits from institutions that do not meet these specifications will continue to be subject to meeting campus General Education requirements on a course-by-course basis.

The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.

