General Education

General Education

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 this General Education Curriculum to prepare all students to meet the challenges and embrace the opportunities of life in the 21st century.

General Education at Indiana University Bloomington

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 matriculated as degree-seeking students at Indiana University Bloomington in or after first summer session 2011 are 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.

Students who earn the Indiana Statewide Transfer General Education Core (STGEC) milestone at another Indiana University campus or another Indiana state public institution of higher education prior to matriculation at Indiana University Bloomington will not be subject to IU Bloomington GenEd Common Ground requirements.

A student who matriculated as a degree-seeking student at Indiana University Bloomington prior to first summer session 2010 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 website. 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 that 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-M 106 The Mathematics of Decision and Beauty (3 cr.)
MATH-J 113 Introduction to Calculus with Applications (3 cr.)
MATH-D 116–117 Introduction to Finite Mathematics I and II (2 cr. + 2 cr.)[1]
MATH-M 118 Finite Mathematics (3 cr.)
MATH-S 118 Honors 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
Mathematics (3 cr.)
MATH-V 118 Finite Mathematics with Applications: Finite Math in Action (3 cr.)
MATH-M 119 Brief Survey of Calculus I (3 cr.)
MATH-V 119 Applied Brief Calculus I: Applied Brief Calculus I for the
Life Sciences (3 cr.)
MATH-M 211 Calculus I (4 cr.)
MATH-S 211 Honors 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 applied to the GenEd Mathematical Modeling requirement until both D 116 and D 117 are 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 . 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-S 117 Principles of Chemistry and Biochemistry, Honors
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 & 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 .

OR

World Culture Courses

Students must successfully complete at least two courses, for a total of at least 6 cr., from the list of .

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 read, discussed, and researched;
   - 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 apply to 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 .
- 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
The faculty of each undergraduate degree-granting unit must 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 requirements 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

English composition courses emphasize formal instruction in writing that integrates reading, thinking, and writing skills transferable to a wide variety of college courses and experiences. These courses 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. English composition courses 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; and they involve rigorous draft feedback and evaluation using appropriate rubrics.

Student Learning Outcomes

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. produce substantial revisions 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. conduct inquiry-driven research, using appropriate data repositories and properly attributing and citing the language and ideas of others to avoid plagiarism;
5. develop a focused thesis and link it to appropriate reasons and adequate evidence;
6. use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
7. 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

1. create mathematical models of empirical or theoretical phenomena in domains such as the physical, natural, or social sciences;
2. create variables and other abstractions to solve college-level mathematical problems in conjunction with previously-learned fundamental mathematical skills such as algebra;
3. 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.

Courses that apply to the GenEd Mathematical Modeling requirement

Arts and Humanities

Courses in the Arts and Humanities area of the Common Ground in General Education explore expressions and artifacts of human experience from past and present cultures throughout the world. Courses taken in fulfillment of the Arts and Humanities requirement introduce students to a range of knowledge, analytical frameworks, and critical perspectives, and are intended to contribute to any or all of the following learning outcomes.

Student Learning Outcomes

Students who complete the Arts and Humanities requirement will demonstrate

1. 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. an understanding of the modes of symbolic expression and aesthetic and/or literary conventions that are used in these expressions and artifacts;
4. the 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. the 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. the ability to explain and assess the changing perspectives on the meanings of arts and humanities traditions;
7. the ability 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 understand 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.

Student Learning Outcomes

Students who complete the Social and Historical Studies requirement will demonstrate

1. knowledge of human cultures based on an understanding of history, social situations, and social institutions;
2. the ability to think critically and creatively;
3. skills of inquiry and analysis;
4. quantitative and/or qualitative literacy through theory and methodology;
5. intercultural and/or civic knowledge.

Courses that apply to the GenEd S&H requirement

Natural and Mathematical Sciences

Courses in Natural and Mathematical Sciences 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 essential for preparing students to be informed and active participants in modern society.

Student Learning Outcomes

Students who complete the Natural and Mathematical Sciences requirement will demonstrate

1. an understanding of scientific inquiry and the bases for technology;
2. the ability to model and understand the physical and natural world;
3. the ability to collect and interpret data, think critically, and conduct theoretically based inquiry;
4. the ability to solve problems;
5. analytical and/or quantitative skills.

Courses that apply to the GenEd N&M requirement

World Languages and Cultures

Studying World Languages and Cultures helps students to develop analytical skills appropriate to the study of international and intercultural relations, to understand elements that distinguish cultures from one another, and to be able to compare cultural perspectives. Through World Language courses, students gain the linguistic tools to communicate in another language at the intermediate level, and International Experiences provide them with the opportunity to apply such understanding and skills by means of active participation and reflection in programs of study outside the United States. World Languages and Cultures courses may deal to some extent with U.S. culture in its international connections. They need not focus on the present but may, instead, consider a historical subject. World Languages and Cultures courses seek to expand student knowledge of world affairs, cultures, societies, and values. They 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 study of world languages and world cultures fosters an appreciation for the language, art, religion, philosophy, and material culture of different cultures; a respect for cultural differences and cultural ambiguity; and an ongoing willingness to seek out international or intercultural opportunities.

Learning Outcomes

Students who complete the World Languages and Cultures requirement will demonstrate

1. an understanding of culture within a global and comparative context (specifically, an understanding that a particular culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences);
2. knowledge of global issues, processes, trends, and systems (such as economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations);
3. knowledge of other cultures (including beliefs, values, perspectives, practices, and products);
4. the ability to use cultural knowledge, diverse cultural frames of reference, and alternate cultural perspectives to think critically and solve problems;
5. the ability to communicate and connect 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) [N.B. This learning outcome applies specifically to students who study a foreign language.];
6. the ability to use foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.

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 IU Bloomington and encourage them to explore new and inspiring fields of

inquiry. Each year, faculty members from all academic units on the Bloomington campus review proposals for new additions to the list of GenEd courses. Over 900 courses have been approved by the General Education Committee, giving students a wide variety of options for fulfilling their GenEd requirements.

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.

For a listing of all courses approved for a particular GenEd Common Ground category in any given academic year, please consult the Approved Courses listing on the IU Bloomington General Education website.

For information about the International Experience option for fulfilling the World Languages and Cultures requirement and about opportunities for studying abroad, see the website of the IU Overseas Study Program.

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

Independent study or correspondence courses do not apply toward fulfillment of IU Bloomington General Education Common Ground requirements.

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.

Statewide Transfer General Education Core

Students who earn the STGEC milestone at another Indiana University campus or another Indiana state public institution of higher education prior to matriculation at Indiana University Bloomington will not be subject to IU Bloomington GenEd Common Ground requirements.

Students who transfer to IU Bloomington after partially completing STGEC requirements at another IU campus or at another Indiana state educational institution will have their transfer credit applied, course-by-course, to IUB GenEd Common Ground requirements in accordance with established course articulations and transfer credit policies.

NB: Courses that are associated with a particular STGEC competency area at one institution or campus will not necessarily apply to that (or any) STGEC competency area at another institution or campus.

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 Evidence-Based Reading and Writing (EBRW) score is 710 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 were admitted to IU Bloomington prior to August 1, 2017, and whose SAT EBRW score is 670 or higher 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.