

This program is under revision to meet the emerging Indiana Rules for Educator Preparation and Accountability (REPA) I & II requirements, Indiana HB 1220, and IUPUC General Education/Student Learning Outcomes. Please see the education advisor for more details.

This program sheet is effective for all students seeking admission to the IUPUC Division of Education, Elementary Teacher Education Program during spring 2014 to begin the Blocks during fall 2014.



DIVISION OF EDUCATION
INDIANA UNIVERSITY-PURDUE UNIVERSITY
COLUMBUS

NCATE Accredited

Nationally Recognized Program

Bachelor of Science in Elementary Education (K-6)

The B.S. in Elementary Education leads to a generalist license to teach in grades K-6. Course requirements for this program are valid at IUPUC as reflected in the Campus Bulletin. A 4 year college plan of 120 credits requires completion of at least 15 credits each semester. The following are required for admission, retention, student teaching and graduation: a C or better in each course, and a Cumulative GPA and Area of Concentration GPA of 2.5 or higher. Students must also pass the academic skills assessment requirement (Praxis I/Core Academic Skills Assessment: CASA, SAT, or ACT) for admission purposes.

August 2012

Pre-Professional Education 11 Credits

EDUC F110+	First Year Seminar	2
EDUC F200+	Examining Self as Teacher	3
EDUC Q200+	Intro to Scientific Inquiry	3
EDUC P254+	Ed Psy for Teachers of All Grades	3

Language Arts 12 Credits

<u>Composition</u>		
ENG W131+	Elementary Comp I	3
EDUC E201+*	Multicultural Ed & Global Awareness	OR 3
ENG W132+*	Elementary Comp II	3
<u>Communication</u>		
COMM R110+	Fund. of Speech Comm.	3
<u>American/World Literature</u>		
EDUC E449	Trade Books	OR
ENG L204	Intro to Fiction	OR
ENG L207	Women in Literature	OR
ENG L213	Literary Masterpieces I	OR
ENG L214	Literary Masterpieces II	

Science 10 Credits

<u>Biology</u>		
BIOL N100+	Contemporary Biology	OR 3
BIOL N108+	Plants, Animals & Environ.	
NOTE: If pursuing the General Science Concentration, it is recommended that students take BIOL K101 AND BIOL K103. BIOL K101 will replace the BIOL N100 or N108 course requirement.		
<u>Earth Science with Lab</u>		
GEOL G110 & GEOL G120	Physical Geology & Lab	OR 4
GEOL G107 & GEOL G117	Environmental Geology & Lab	
<u>Physical Science/Astronomy</u>		
PHYS 20000	Our Physical Environ.	OR 3
AST A100	The Solar System	OR
AST A105	Stars & Galaxies	

Physical Education 3 Credits

HPER P290+	Mvmt. Exp. for Children	3
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Mathematics 9 Credits

Prerequisites determined by the math placement test are in addition to the 9 required credits:		
MATH 00100	Intro to Algebra	4
MATH 11000/11100	Algebra	4
<u>Required Math Courses</u>		
MATH 13000+	Math for Elem Teachers I	3
MATH 13200+*	Math for Elem Teachers II	3
NOTE: MATH 136: Math for Elem Teachers+* (6 credits) can substitute for MATH 13000 and 13200		
<u>Quantitative Reasoning Elective (Select ONE)+</u>		
MATH M118*	Finite	
STAT 11300	Stats and Society	
PSY B305	Statistics	
STAT 30100*	Elem Stat Methods I	

Social Sciences 9 Credits

<u>US History</u>		
HIST H105+	American History I	OR 3
HIST H106+	American History II	
<u>World History</u>		
HIST H108+	Perspectives: World to 1800	OR 3
HIST H109+	Perspectives: World 1800 to Present	
HIST H113+	History of Western Civ. I	
HIST H114+	History of Western Civ. II	
<u>Social Sciences Elective (Select ONE)+</u>		
ANTH A104	Culture and Society	3
ECON E101	Survey Econ. Iss. & Probs.	
GEOG G110	Intro to Human Geography	
GEOG G130	World Geography	
PSY B104	Intro to Psych as a Soc Sci	
PSY B105	Intro to Psych as a Biol Sci	
SOC R100	Intro to Sociology	
WOST W105	Intro to Women's Studies	

Fine Arts 6 Credits

<u>Music</u>		
MUS E241+	Intro to Mus Fund.	OR 3
MUS M174+	Music for the Listener	
<u>Art</u>		
HER H100	Art Appreciation	3

IMPORTANT NOTES:

- Courses with a "+" are required for admission to the Teacher Education Program.
- You must earn a "C" or better in all coursework. A "C-" or lower grade does not count.
- Apply by October 7 for Spring Semester, or March 7 for Fall Semester
- Courses with a "*" have a prerequisite.

Elementary (K-6) Professional Coursework and Field Experiences (42 credit hours)

Block I—Strand Theme: Focus on the Learner and Early Learning **11 credits**

EDUC M300	Teaching in a Pluralistic Society	3
EDUC E345	Early Literacy and Numeracy	4
EDUC E323	Social Studies & Science for Elem	3
EDUC M301	Field Experience	0
EDUC M304	Field Experience	0
EDUC W201	Beginning Technology Skills	1

Block II A—Strand Themes: Inquiry in Teaching and Learning & Multiple Ways of Knowing **10 credits**

EDUC E334	Inquiry in Math and Science	3
EDUC E340	Methods of Teaching Reading I	3
EDUC M305	Field Experience	0
EDUC M403	Field Experience/Technology Emphasis	0
EDUC W301	Integrating Technology into Teaching I	1
EDUC M324	Fine Arts Methods	3

Block III—Strand Theme: Teaching All Learners **11 credits**

EDUC K307	Methods of Teaching Students with Special Needs	3
EDUC E341	Methods of Teaching Reading II	3
EDUC M306	Field Experience	0
EDUC W401	Integrating Technology into Teaching II	1
EDUC M425	Student Teaching K-6	4

Block IV—Strand Theme: Teacher Leadership **10 credits**

EDUC E325	Methods of Teaching Social Studies	3
EDUC H340	Education and American Culture	3
EDUC M307	Field Experience	0
EDUC M425	Student Teaching K-6 OR	4
EDUC M470	Practicum in ENL OR	
EDUC K495	Practicum in Special Education	

Area of Concentration (18 credit hours):

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•	•	•
•	•	•

Dual License/Area of Concentration Options

effective August 2013

Choose **ONE** option listed below to study in depth as a Dual License or Area of Concentration. A “C” or higher grade is required in each course, and you must maintain a 2.5 GPA in the license or concentration area. All options require 18 credit hours of coursework.

Please check the IUPUI/IUPUC Bulletin for pre-requisite requirements that may apply to some courses.

Note: The Dual License/Area of Concentration is equivalent in credit hours to a minor, but does not appear on your academic transcript.

Dual License Options:

<p><u>English as a New Language K-6 (18 credits)*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> ENG G205: Intro to the English Language <input type="checkbox"/> EDUC L442: Teaching English Language Learners: Bilingual/ENL <input type="checkbox"/> EDUC X470: Psycholinguistics for Teachers of Reading <input type="checkbox"/> EDUC L441: Bilingual Education—Intro <input type="checkbox"/> EDUC L436: Methods and Materials for Teaching ESL <input type="checkbox"/> EDUC L403: Assessment for Culturally and Linguistically Diverse Learners <input type="checkbox"/> EDUC M470: Practicum in ENL <p>*Nationally Recognized Program</p>	<p><u>Special Education K-6 (18 credits)*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> EDUC K448: Families and Schools in Society <input type="checkbox"/> EDUC K453: Classroom Management and Support <input type="checkbox"/> EDUC K465: Collaboration and Consultation <input type="checkbox"/> EDUC K420: Technology Applications <input type="checkbox"/> EDUC K426: Assessment and Instruction I <input type="checkbox"/> EDUC K441: Transition Across the Lifespan <input type="checkbox"/> EDUC K495: Practicum in Special Needs Education <p>*Nationally Recognized Program</p>
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Area of Concentration Options:

<p><u>English/Language Arts (18 credits)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> ENG L202: Literary Interpretation <input type="checkbox"/> ENG L213: Literary Masterpieces I OR <input type="checkbox"/> ENG L214: Literary Masterpieces II <input type="checkbox"/> EDUC E449: Trade Books for Classroom Teachers <input type="checkbox"/> ENG G/Z 205: Intro. to the English Language OR <input type="checkbox"/> ENG G204: Rhetorical Issues in Grammar and Usage <input type="checkbox"/> ENG W206: Creative Writing <input type="checkbox"/> 1 additional English literature or creative writing course at the 300+ level <p>NOTE: If EDUC E449 is taken to fulfill the World Literature requirement in the general education: content requirements, a student will need to take an additional English literature or creative writing course to fulfill the concentration requirements.</p>	<p><u>Mathematics (18 credits)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> MATH M118: Finite Mathematics <input type="checkbox"/> MATH 15900: Pre-Calculus <input type="checkbox"/> MATH 16500: Analytic Geometry and Calculus I <input type="checkbox"/> STAT 30100: Elementary Statistical Methods <input type="checkbox"/> 1 additional 3 credit hour MATH class: MATH 16600, 17100, or higher. (MATH 22100, 23100, and MATH M119 include content that overlaps with MATH 16500 and therefore cannot be used.) <p>NOTE: If MATH M118 <u>or</u> STAT 30100 is taken to fulfill the Quantitative Reasoning Elective, an additional math course will be required to fulfill the concentration requirements.</p>
<p><u>General Science (18 credits)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> BIOL K101: Concepts of Biology I (taken in general education; 3 of the 5 credit hours of this course are used as a sub for N100/N108) <input type="checkbox"/> BIOL K103: Concepts of Biology II <input type="checkbox"/> CHEM C105: Principles of Chemistry I <input type="checkbox"/> PHYS 21800: General Physics I <input type="checkbox"/> Additional science coursework to reach 18 credit hours 	<p><u>Social Studies (18 credits)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> HIST H105: US History I & HIST H106: US History II <input type="checkbox"/> HIST H108: Perspectives: World to 1800 & HIST H109: Perspectives: World 1800 to Present <input type="checkbox"/> POLS Y103: Intro to American Politics <input type="checkbox"/> GEOG G130: World Geography <input type="checkbox"/> ECON E101: Intro to Economic Issues <input type="checkbox"/> 1 additional social studies course at the 200+ level (select from one of the following departments: ANTH, ECON, GEOG, HIST, POLS, PSY, SOC) <p>NOTE: If GEOG G130 <u>or</u> ECON E101 is taken to fulfill the Social Studies Elective requirement in the general education: content requirements, an additional social studies course will be required to fulfill the concentration requirements.</p>

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

March 27, 2013

1:00 – 3:00 p.m.

School of Education

IUB - Room 2140

IUPUI - Room 3138E

- I. Approval of the Minutes from January 30, 2013 Meeting **(13.44M)**
- II. Announcements and Discussions
Dean's Report

Agenda Committee
- III. Old Business
Diversity Topic – Ghangis Carter, Director Office of Recruitment and Retention for Underrepresented Students
- IV. New Business
Gen Ed and Statewide Transferable General Education Core **(13.49, 13.50, 13.51 13.52, 13.53)**
Adult Education Program Proposal **(13.46)**
IUPUC 120 Credit Hour Proposal Revisions **(13.12 Revised)**
IUPUC – Area of Concentration Revisions **(13.23 Revised)**
Strategic Plan Proposal **(13.47)**
Allocation of Faculty Time (IUB) to include Clinical Faculty **(13.48)**
Clinical Faculty Representation (IUB) **(99.18 Revised)**
- V. New Courses/Course Changes

The following new courses or course changes have been reviewed and approved by the Graduate Studies Committee or the Committee on Teacher Education (when appropriate.) These course proposals will be forwarded to the next level of approval unless a remonstrance is received within 30 days.

New Course Proposals

D525: Introduction to Distance Education Systems in Adult Education, 3 cr., Bloomington

A systems-based overview of distance education in the field of adult education. Topics include program and technology planning, implementation, and assessment; operations

management; program evaluation; learner support; and other critical issues.

Justification: New course added to update curriculum and address curricular gap in the area of distance education for adults.

D640: Capstone Seminar in Adult Education, 3 cr., Bloomington

Development of a capstone portfolio that documents the quality of student work in understanding adult education principles, theory and best practices. Students reflect on their growth and development in adult education and describe how they may apply what they have learned.

Justification: To give students an opportunity to articulate and demonstrate deeper levels of learning not measured by grades and to utilize reflective practice to further develop their learning as a culminating graduate experience.

K308: Teaching Infants/Toddlers and Young Children with Special Needs, 3 cr., Bloomington

Prepares future teachers to plan and implement programs for infants/toddlers and preschoolers with special needs. Preservice teachers learn the principles of differentiated, adaptive, and individualized instruction. Preservice teachers also develop an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

Justification: Currently there is no undergraduate course focusing on early intervention with infants/toddlers and young children.

R611: Theoretical Bases of Organizational Performance, 3 cr., Bloomington

A survey course focusing on organizational theory (OT) and culture(s) that support and contribute to performance and effectiveness in organizational settings. Emphasis is placed on integrating various theories (classic and contemporary) to build a coherent understanding of performance outputs at the individual, group, and organizational levels.

Justification: This course broadens students' exposure to additional theories that explain performance in organizations. Presently, no course exist in IST that integrates instructional design theories with organization theories. Instructional Designers and Performance Technologists need a broader theoretical base

J655: Multicultural / Global Education, 3 cr, Indianapolis

1) Examine major concepts, theoretical frameworks and educational responses associated with multicultural/global education, 2) heighten cross-cultural awareness, 3) explore possibilities of integrating multicultural/global education into a unified approach for curriculum development and research, 4) enable participants to become leaders of multicultural/global education in their area of expertise.

Justification: Part of the new program of studies for the Urban Education Studies PhD housed at IUPUI.

G625: Advanced Practicum – Individual Supervision, 1-6 cr, Bloomington

This course consists of individual supervision provided by a Counseling Psychology faculty member or a licensed psychologist to an advanced practicum student in a clinical field experience. The supervisor provides a minimum of 1 hour per week of face-to face individual supervision to the advanced practicum student who is providing direct clinical care to

individuals, families, couples, or groups. This supervision is in accordance with Indiana state law and APA accreditation guidelines for clinical training. The role of the supervisor includes protection of client welfare, development of knowledge, skills, and professional dispositions of the supervisee, and provision of formative and summative evaluation of clinical work including a formal written evaluation provided to the supervisee at the end of each semester.

Justification: This course is necessary to account for individual supervision time that faculty provide to students who are providing clinical services (direct care to clients). This is an instructional element over and above the required didactic portion of the students' preparation for clinical fieldwork that occurs in G624. Accreditation standards and state law require weekly, face-to-face individual supervision when students are providing direct care to clients. Students enroll in multiple semesters of G625 throughout their doctoral training in order to engage in clinical field experiences.

Course Change Proposals

D505: Adult Learning through the Lifespan, 3 cr, Bloomington

Study of the adult lifespan with emphasis on the individual in context. Investigate and critically analyze theories and concepts used to understand adult development and lifelong learning including how social and cultural forces influence adult engagement in the learning process.

Justification: Course title and description updated for changes in content.

D506: Adult Education Planning and Development, 3 cr, Bloomington

Theory and practice of program planning and development in a variety of adult education settings. Analysis and application of models and tools used to develop educational programs for adults. Topics include needs assessment, administration, evaluation, and promotion of programs.

Justification: Course title and description updated for change in content.

D524: Power and Voice in Adult Education Programs, 3 cr., Bloomington

Analysis of contemporary adult life with emphasis on the roles of adult education programs and their relationships to the populations they serve. Critical analysis of foundational and current literature, theories, models, and the assumptions underpinning modern adult education programs. Implications of critical theory, power, and voice for adult education programming.

Justification: Course title and description updated for change in content.

D625: Topical Seminar, variable 1-3 cr., Bloomington

Proposal includes variable title approval request and repeatability for credit.

Systematic study of current issues and problems related to adult education.

Justification: This course needs to be repeatable for credit

To: GSC

From: Frank Di Silvestro

RE: Adult Education revised Program of Studies

Date: February 5, 2013

This form is different from the old form in that the old form contained two courses which we will no longer offer. The two courses were: Adult and Continuing Education in Collegiate settings (D615) and The Organizational Context of Adult Education (D613). This new form also replaces the Professional Focus Area (PFA) terminology and replaces it with Electives and this form lists the outside electives first, emphasizing their necessity to the students.

Program of Studies for the MEd in Adult Education

Name: _____ Student ID Number: _____

Address: _____

Phone #: _____ Email: _____

Required Core Courses (20 cr.)	Hours	Semester	Year	Grade
D500 Introduction to Adult Education Theory	3			
D505 Adult Learning through the Lifespan	3			
D506 Adult Education Planning & Development	3			
D512 Forms and Forces in Adult Ed	3			
D521 Participation Training	2			
D525 Introduction to Distance Education Systems	3			
D640 Capstone Seminar (Portfolio)	3			
CORE TOTAL:	20			

Electives (16 cr.)	Hours	Semester	Year	Grade
Electives Outside Adult Education (Minimum of 9 credit hours – 6 cr. are elective)				
Y520 Strategies for Educ. Inquiry (REQUIRED)	3			
Electives Inside Adult Education				
F500 Orientation to Adult Education (1 cr)				
D523 Small Group Theory in Adult Education (3 cr)				
D524 Power and Voice in Adult Education Programs (3 cr)				
D600 Teaching/Learning Transaction (3 cr)				
D625 Topical Seminars (topics vary, subject to change)				
<i>Write Title Here:</i>				
Practicum, Independent Study, Internship or Readings				
<i>Write Course # & Title Here:</i>				
ELECTIVES TOTAL (Minimum 16 cr):				
DEGREE TOTAL (Minimum 36 cr):				

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Department Chair Signature: _____ Date: _____

INDIANA UNIVERSITY SCHOOL OF EDUCATION

Long-Range Plan

An Evaluative Framework for Pursuing School Goals and Objectives

Submitted by the School of Education Long-Range Planning Committee

3/4/2013

Approved by Policy Council 3/27/2013

IU School of Education Long-Range Plan

An Evaluative Framework for Monitoring Progress on School Goals and Objectives

The Indiana University School of Education is a large, complex organization and a core campus school of Indiana University. It encompasses the activities of a diverse array of faculty, students and staff across two large campuses, Indiana University Bloomington (IUB) and Indiana University Purdue University Indianapolis (IUPUI). The size and diversity of the School is its greatest strength but also presents a number of challenges regarding strategic development and resource allocation. The purpose of the School's long-range plan is to identify and communicate the shared goals, objectives, and key programs of the school and to establish an evaluative framework for monitoring and assessing progress towards achieving the School's mission through innovative teaching, research and practice among students, faculty and staff.

Mission

The mission of the Indiana University School of Education is to improve teaching, learning, and human development in a global, diverse, rapidly changing, and increasingly technological society. We:

- Prepare reflective, caring, and highly skilled educational practitioners and scholars who lead in their chosen professions;
- Inform educational theory and practice through research; and
- Work in partnership with a range of constituents to effect change from the local to national levels throughout the world.

Core Values

As a leader in anticipating and serving the educational and research needs of our communities, the state, the nation, and the world, the Indiana University School of Education pursues cutting edge research, scholarship, and creative activity. In this work, the School promotes:

- Excellence
- Integrity
- Diversity
- Accountability
- Usefulness
- Respect

Goals

The faculty has identified the following five goals as the basis for our shared vision of excellence:

- 1. Prepare excellent teachers and offer high quality undergraduate and graduate education more broadly as the essential priority in the School of Education.**
- 2. Engage in collaborative partnerships with P-12 schools and student-centered agencies.**
- 3. Illuminate and improve educational theory and practice, and prepare tomorrow's leaders in the field through rigorous, innovative research and professional education.**
- 4. Exemplify and provide leadership in the appropriate use of technologies to enhance teaching, research, and learning experiences.**
- 5. Create a diverse and inclusive environment for learning, research, and service by honoring, respecting, and embracing diversity within the School of Education and the surrounding communities.**

Evaluative Framework

The Long-Range Planning Committee, a standing committee of the School of Education Policy Council, will monitor progress on mission-related goals and objectives for relevance to the School, Indiana University, and the communities we serve.

More specifically, the LRP will:

- Annually review mission related goals and objectives using key metrics and coordinate with the Dean's office to produce a report to Policy Council;
- Review every three years the School's Goals and Objectives and propose changes for Policy Council review and approval.

The Dean's office will continue to employ the school goals and objectives in appropriate budgeting and resource allocation processes, as well as in School communications.

Goals, Metrics, Objectives, and Exemplar Programs and Initiatives

Goal 1: Prepare excellent teachers and offer high quality undergraduate and graduate education more broadly as the essential priority in the School of Education.

Key Metrics

- Application demand and quality of entering students
- Diversity of teacher education students
- Alumni placement and evaluations of employers
- Trends in aggregate student evaluations of instruction

Objectives

- 1.1 Ensure that requirements for all programs align with campus general education curriculum and national Common Core Standards.
- 1.2 Strengthen and widen outreach efforts to recruit high achieving students for all programs.
- 1.3 Promote the inclusion and success of persons of color as students and future educational leaders.
- 1.4 Serve as leaders and models of best P-16 instructional practice.
- 1.5 Foster and commit to an ongoing process of internationalization, assessment and improvement of all programs.
- 1.6 Revise teacher education's conceptual frameworks to focus on student learning.
- 1.7 Develop new programs in School of Education designed to meet the current and future needs of public schools and student-centered agencies.
- 1.8 Nurture and support a professional community among all School of Education students.
- 1.9 Conduct all of these tasks with P-12 schools and student-centered agencies as essential partners.
- 1.10 Take an active role in promoting effective pedagogy across the university.

Exemplar programs and initiatives

- ◆ **Office of Teacher Education** - supports undergraduate students as they pursue teaching degrees, complete field experiences and obtain licensure
- ◆ **Teacher Education Direct Admits Program** for academically talented students intending to major in education
- ◆ **edTPA** (Teacher Performance Assessment) portfolio assessment for student teachers, a subject area-specific, performance-based assessment for pre-service teacher candidates, centered on student learning
- ◆ **Urban Center for the Advancement of STEM Education (UCASE)** – fosters the goal of increasing the numbers of highly qualified K-12 STEM teachers
- ◆ **RHB Recruitment and Marketing Plan** designed to recruit more academically talented and underrepresented students into teaching
- ◆ **Hudson and Holland Scholars Program** – an integral part of Indiana University's efforts to foster

the benefits of educational diversity

- ◆ **Balfour Foundation Grant Partnership** - with the Office of Enrollment Services to introduce high school students from underrepresented groups to the Bloomington campus
- ◆ **Global Gateway for Teachers Cultural Immersions Programs** - (Teach World, Teach City, Teach Navajo Nation), making the opportunity to teach overseas available to teacher education programs at other universities around the United States
- ◆ **Education Living and Learning Community** for teacher education students in new residence halls
- ◆ **Accreditation and updated Unit Assessment System** aligned with the CAEP standards
- ◆ **P-16 Center Programs and Pathways Initiative** – an active partner in improving education for K-12 students in Indiana’s under-resourced school districts
- ◆ **Partnership with the Scholarship of Teaching and Learning Programs at IU** – a community of faculty members and professional staff actively participating in local, national, and international efforts to improve post-secondary education
- ◆ **Education Careers Office** – assists the majority of IU School of Education students plan for education careers and obtain their first teaching positions

Goal 2: Engage in collaborative partnerships with P-12 schools and student-centered agencies.

Key Metrics

- Inventory of existing partnerships by type (develop taxonomy)
- Systematized feedback from partners and other stakeholders

Objectives

- 2.1 Commit to public school and student-centered agency outreach as a core expectation of faculty.
- 2.2 Foster the development of opportunities to partner and to recognize the work of school and student-centered agency professionals to inform students, programs and research.
- 2.3 Develop collaborative partnerships to increase equity in college and career readiness, especially in underrepresented populations.
- 2.4 Re-design professional development and graduate programs to meet the future needs of professionals in schools and student-centered agencies both nationally and internationally.

Exemplar programs and initiatives

- ◆ **Office of Graduate Education and Online Programs** - supports graduate students from the application process through degree completion and provides assistance to non-degree seeking students who are taking graduate courses for professional development purposes
- ◆ **P-16 Center Programs and Pathway Initiative** – an active partner in improving education for K-12 students in Indiana’s under-resourced school districts
- ◆ **Effective Leaders Academy** – a joint venture between the IU School of Education and the IU Kelley School of Business to prepare change-oriented leader teams to spearhead school improvement efforts
- ◆ Professional Development program in **partnership with Kelley Executive Programs**

- ◆ **IUconnectED Online programs** – the distance learning unit within the School of Education
- ◆ **Partnershare Network** – made up of Indiana school corporations that partner with IU for professional development
- ◆ **District Study Councils** (Southern Hills, Southeastern, and North Central) – designed to jointly address issues confronting school corporations and the university

Goal 3: Illuminate and improve educational theory and practice, and prepare tomorrow’s leaders in the field through rigorous, innovative research and professional education.

Key Metrics

- Faculty scholarship: Publications (by type), citations, field normalized comparisons
- External funding: Submissions, awards, expenditures and indirect cost recovery (Federal and non-Federal)
- Faculty recognitions and awards
- Application demand and quality of incoming domestic and international graduate students
- Student scholarships, fellowships and other recognitions and awards
- Student and Faculty/Student publications
- Research reputation (e.g., US News and World Report rankings)

Objectives

- 3.1 Enhance incentives and remove disincentives to ensure that they promote rigorous, multidisciplinary and innovative methods as well as significant collaboration among faculty and students.
- 3.2 Provide resources and support for faculty and graduate students seeking external funding for research and development.
- 3.3 Engage both master’s and doctoral students in quality research opportunities and training.
- 3.4 Enhance interdisciplinary research and teaching, especially with other IU units.
- 3.5 Enhance global research and collaboration with key international partners.
- 3.6 Attract, recruit, and retain outstanding graduate students.
- 3.7 Address significant state, national and international educational issues.
- 3.8 Promote and celebrate the research of IU School of Education faculty to enhance their national and international reputation.

Exemplar programs and initiatives

- ◆ **Office of Research and Development** - facilitates and supports research and development in the School of Education primarily for the Bloomington campus
- ◆ **Summer Program of Faculty Fellowships** for externally funded proposals
- ◆ **Graduate Fellowships** to recruit and support top master’s and doctoral students
- ◆ Institutionalized **higher return of Indirect Cost Recovery** to Centers and PIs
- ◆ **Partnerships** with the College of Arts and Sciences, the School of Informatics, the Kelley School of Business and the School of Public and Environmental Affairs

- ◆ **Formal partnerships with top universities internationally** to foster research collaboration across the globe
- ◆ **Support for editorial-ships** on US News and World Report’s list of top journals in education
- ◆ **International Visiting Scholars Program** to foster partnerships and collaboration between IU faculty and international scholars in education
- ◆ **Friday’s Research Series** – regular opportunities during the academic year for faculty and students to learn more about research being conducted in the School of Education

Goal 4: Exemplify and provide leadership in the appropriate use of technologies to enhance teaching, research, and learning experiences.

Key Metrics

- Number of hybrid and distance learning courses/programs
- Student and faculty evaluations of technology infrastructure and support
- Publications and external funding related to teaching and learning technologies

Objectives

- 4.1 Integrate technology into all undergraduate and graduate courses and programs.
- 4.2 Explore new models of technologically mediated instruction.
- 4.3 Engage in research that focuses on technology to promote teaching, research and learning.
- 4.4 Address faculty development and teaching needs related to technology.
- 4.5 Expand technology outreach and distance education efforts nationally and internationally.
- 4.6 Support technology infrastructures for recruitment, community engagement, research support, and operational efficiency.
- 4.7 Integrate effectively with campus-wide technology infrastructure and initiatives.
- 4.8 Ensure technological proficiency in all graduates.

Exemplar programs and initiatives

- ◆ **Office of Instructional Support and Education Technology Services**
- ◆ **IUconnectED Programs and Initiatives** – the distance learning unit with the School of Education
- ◆ **Upgrade of classroom and studio facilities**
- ◆ **Technology Integration Faculty Support Program**
- ◆ **New Ideas Project** – designed to incentivize development of distance education programs
- ◆ **Center for Research on Learning and Technology** - digital games, MOOC and badges research
- ◆ **New on-line programs** – educational leadership, teacher leaders, and related areas

Goal 5: Create a diverse and inclusive environment for learning, research, and service by honoring, respecting, and embracing diversity within the School of Education and the surrounding communities.

Key Metrics

- Ethnic/Racial/Gender diversity of student, faculty, and staff
- Student, faculty and staff retention and achievement overall and by gender and race/ethnicity
- Climate survey results
- Diversity learning outcomes in programs (identification and assessment)

Objectives

- 5.1 (1.3) Preparing Excellent Teachers - promote the inclusion and success of persons of color as students and future educational leaders.
- 5.2 (2.3) Develop collaborative partnerships to increase equity in college and career readiness, especially in underrepresented populations.
- 5.3 Actively recruit, retain, and support diverse student, faculty, and staff populations: expand recruitment and selection to include non-traditional sources and take advantage of campus and university programs aimed at attracting diverse students and faculty.
- 5.4 Develop curricula, teaching strategies, and resources that promote understanding and appreciation of diversity.
- 5.5 Foster a climate and culture that honor, respect, and embrace diversity.
- 5.6 Support research and scholarship on diversity, equity, and social justice.
- 5.7 Foster a climate of advocacy for diversity and internationalization throughout all programs and support units.

Exemplar programs and initiatives

- ◆ **Office of Teacher Education** – supports undergraduate students as they pursue teaching degrees, complete field experiences and obtain licensure
- ◆ **Office of Graduate Studies** – supports graduate students from the application process through degree completion and provides assistance to non-degree seeking students who are taking graduate courses for professional development purposes
- ◆ **P-16 Center and Pathways Initiative** – an active partner in improving education for K-12 students in Indiana’s under-resourced school districts
- ◆ **Great Lakes Equity Center** – one of ten regional Equity Assistance Centers funded by the U.S. Department of Education, providing technical assistance resources and professional learning opportunities related to equity, civil rights, and systemic school reform throughout our six-state region of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin
- ◆ **Center for Urban and Multicultural Education** – creates connections between research, theory and practice with the ultimate aim of improving the quality of education throughout the P-20 continuum, focusing on the urban school setting from early childhood through graduate school levels

IU School of Education Long-Range Plan
An Evaluative Framework for Monitoring Progress on School Goals and Objectives

- ◆ **RHB Marketing plan** designed to recruit more academically talented and underrepresented students
- ◆ **Hudson and Holland Scholars program** – an integral part of Indiana University’s efforts to foster the benefits of educational diversity
- ◆ **Partnerships with campus Strategic Hires Initiative** to increase the number of professional staff of color
- ◆ **IUPUI Urban Education Studies Ph.D. Program** – focuses on preparing researchers to study education in complex urban environments
- ◆ **Global Gateway for Teachers Teach City** – Urban Immersions Program
- ◆ **Center for Social Studies and International Education Programs (CSSIE)** – improves education in the social studies in elementary and secondary schools

TO: Policy Council Agenda Committee

FROM: Faculty Affairs/Budgetary Affairs Committee (FAC)

DATE: February 19, 2013

RE: Faculty Workload Policy – Including Clinical Faculty

In the spring of 2012, the FAC convened a committee to review allocation of faculty time inclusive of clinical faculty. During the 2012 discussion, the rationale for including *clinical* faculty in the overall policy for allocation of faculty time was their integral role in sustaining the research, teaching, and service missions of the institution. Clinical faculty bring a unique, applied perspective to the scholarly work of the School.

The proposal below takes the currently approved April 30, 2003 Allocation of Faculty time and inserts the Clinical Faculty allocation. The inserts are underlined.

The attached proposal was approved by the Faculty Affairs/Budgetary Affairs at the February 19, 2013 meeting and the committee is forwarding for Policy Council consideration.

IUB Policy Statement on Allocation of Faculty Time Including Clinical Faculty

At the request of the IUB Dean of Faculties Office, the Faculty Affairs Committee drafted a policy statement regarding the allocation of faculty time for IUB Education faculty. The committee members discussed this topic during the fall 2002 semester.

The 2002 discussion was based on the assumption that time should be discussed in terms of percent of time spent in the traditional areas teaching, research, and service. The decision was made to discuss percent of time rather than hours worked because some faculty may be more efficient in some areas than other faculty, making direct comparisons of hours spent on a particular task problematic. Also, issues related to total hours worked relate to faculty workload issues, not allocation of time. The committee also agreed to use “time” and “effort” interchangeably in order to simplify the discussion.

The committee recommends the following allocations:

	Teaching	Research and Creative Activity	Service
Tenure probationary faculty	40%	50%	10%
Tenured faculty	40%	40%	20%
Clinical faculty	40 – 60%	*	40 – 60%**

* Research and Creative Activity should align with the scholarship noted in the promotion guidelines for clinical faculty.

** Service commitments for clinical faculty are often extensive, long-term, reach beyond the campus, and are substantially different from those of tenure faculty. As per the POLICIES FOR LECTURER AND CLINICAL APPOINTMENTS <http://www.indiana.edu/~bfc/docs/policies/lecturerClinicalAppointments.pdf> , “In addition, in cases where major service duties significantly exceed unit average loads for student advising, curricular administration, and unit committee work, these should be accommodated by additional reduction in teaching loads.”

These allocations are an attempt to acknowledge that tenure probationary, tenured faculty, and clinical faculty face different expectations for how their time is allocated, with a reduced emphasis on service for tenure probationary faculty. A focus on

teaching and service gives due regard to the contributions of clinical faculty and acknowledges the varying roles that clinical faculty assume.

The committee does not recommend setting separate expectations between the associate and full professor ranks. A variety of three-tiered systems were discussed, but committee members identified several problems with each three-tiered system that the two-tiered system largely avoids.

The committee recommends establishing 40% as the baseline for teaching effort rather than a more traditional 50% to reflect our status as a major research university.

The committee believes that a 12.5% buy-out per course is appropriate, but the committee also emphasizes that faculty may be involved in projects that require buy-out service time (i.e., some projects may require a substantial decrease in time devoted to service within one's program and or department).

Definitions

The definitions of the three traditional categories of faculty activity can be found in the 2002 School of Education Promotion and Tenure Criteria (02.30R).

Expectations

Expectations are that the 40% teaching represents a two course three credit hour load per semester, 60% teaching represents a three course three credit hour load per semester and – as noted below – 10% service for tenure probationary faculty represents service on one department or program committee and one school committee. Allocation of service for clinical faculty is determined in agreement with the department chair while taking into consideration program coordination, external agencies, and other academic administration duties. Given the considerable differences in standards for research and creative activity across the many fields represented in the School of Education, the committee does not recommend suggesting expectations for numbers of publications, conference presentations, and the numerous other activities that fall under this category (e.g., scholarship of research, teaching, and service).

Tenure Probationary Faculty

The committee views 10% service for pre-tenure faculty as service on one department or program committee and one school committee, with limited responsibilities in both cases. The committee recommends that all service requests of pre-tenure faculty be discussed with the faculty member's mentor in consultation with the department chair to provide a buffer and allow requests beyond a 10% commitment to be turned down with a minimum of political discomfort.

At the same time, the 10% figure is not meant to send the message that service is not important. Indeed, participating actively in service allows a junior faculty member to network, learn about institutional history and campus culture, and participate directly in

faculty governance. The intent of limiting tenure probationary faculty to 10% is to protect them from excessive service requests that will keep them from the teaching and scholarship activities that will most probably form the basis of their tenure case. This policy addresses campus service. It is assumed that state, national, and international service is also important and it is expected that the tenure probationary faculty member would discuss such commitments with the department or program chair and mentor.

Modify These Baseline Expectations

If a faculty member wishes to change his/her allocation of time, this should be discussed with the department chair prior to the start of a year under review. The proposed allocations should be viewed as a general guideline for more specific discussions of allocation of faculty effort between a faculty member and the department chair. Any modifications to these baseline percents should be agreed to by the chair and faculty member in writing. The modified allocation would serve as the basis for the annual merit review for that faculty member.

Tenure and Promotion Issues

The allocation policy was crafted with the School's revised tenure and promotion guidelines in mind ([http://education.indiana.edu/docs/policy-council/11.53 Revised FINAL.pdf](http://education.indiana.edu/docs/policy-council/11.53_Revised_FINAL.pdf)). The committee believes that the recommended allocations are a better fit for the revised guidelines than the traditional (and formally unstated) 50-25-25 assumption. If these baseline expectations are modified by the faculty member and department chair, these modifications should be considered when the faculty member is being considered for tenure or promotion. These expectations should be communicated by the individual's department chair, and in cases of tenure probationary faculty, also by the mentor(s).

A faculty member pursuing tenure or promotion on the basis of a balanced case may choose to increase the allocation of time to service. That decision should be made prior to the third year review. The committee emphasizes that the expectations for scholarship are similar regardless of whether the individual chooses to emphasize a particular strength or balanced case in her dossier.

Dear Colleagues

As you are aware, SEA 182 (2012) requires Indiana state institutions to come to an agreement on a Statewide Transferable General Education Core (STGEC). It was the desire of many in the legislature and the Commission to see this constituted by the ten most transferred courses, and by the Core Transfer Library. Representatives from Indiana University, and from other state institutions, have fought hard to ensure that, instead, the STGEC is not a curriculum but a framework—and one which allows each campus to express its individuality, values, standards and intellectual aspirations through its own general education program.

I have attached the latest version of the STGEC document, which describes the process, the agreed framework, some implementation issues, and the competencies that were agreed upon by faculty panels on which we had representation.

Over the past year, the IU Bloomington General Education Committee (GEC) has debated the issues over the course of two GEC meetings and several subcommittee meetings, and three ballots have been conducted to ascertain the will of this committee. The GEC has more than 60 voting members, and is constituted in such a way that there is proportional representation from each of the undergraduate academic units (i.e., schools) at IUB. In addition, for a vote to carry, it must not only have a majority, but also be supported by representatives of at least four of these academic units. I have attached a summary of the ballots to this email for your information.

Throughout this process, we have kept the Educational Policies Committee (EPC) apprised, and reports have been made to the Bloomington Faculty Council (BFC).

The GEC has made a proposal, based on these ballots, to amend the Bloomington GenEd program in three ways:

1. To add a speaking and listening requirement, as a new Foundation in the Common Ground
2. To require 30 hours (currently it says up to 31, but can be completed in fewer)
3. To require a GPA of 2.0 for satisfactory completion

These amendments represent the will of the majority of the GEC, as expressed through the ballots. Each amendment responds specifically to the requirements that result from SEA 182 (2012). I have attached the proposal that went to the GEC, as an information item only, last Tuesday. An overwhelming majority of the faculty members on the GEC supports the addition of a 30 cr. minimum, a minimum GPA of 2.000, and of a speaking and listening requirement to the IUB GenEd Common Ground. A majority supports adding this requirement as one of the Foundations within the Common Ground.

Through careful planning and in accordance with the GenEd rules on double-counting, some students are currently able to complete the Common Ground requirements with as few as 23 cr. Consequently, and in response to the 120 cr. limit also imposed by the state legislature last year, a couple of schools have expressed concerns about the 30 cr. minimum in the Common Ground. The GEC discussed (and by vote) an implementation policy that would allow a limited number of these 30 credit hour to be drawn from a supplementary course list, provided that all other Common Ground requirements had already

been fulfilled. If the recommendations of the GEC are enacted by the BFC, the details of this implementation policy will be worked out by the GEC in consultation with the schools, which is consistent with the prior history and function of the General Education Committee.

Because the GEC is not a standing committee of the BFC, and has a somewhat special status, it has been argued by Professor Wheeler, Chair of the EPC, that its recommendations cannot come before the BFC as an action item. Instead, he has argued, the GEC recommendations should be referred to the EPC, and the EPC should propose policy changes to the BFC. While the EPC certainly has the right to offer its own recommendations or counter-proposal, we believe that the General Education Committee deserves to have its recommendations presented directly to the BFC as an action item, without the mediation of the EPC. The BFC regularly receives reports directly from the GEC, and all policy changes within the GEC's purview, are presented in detail to the BFC each year.

Professor Wheeler presented his own personal recommendations to the EPC on Thursday morning. At the request of Professor Wheeler, I attended the meeting. Although I was present for approximately 50 minutes, there was very limited opportunity for discussion, and the meeting ended, as I understand it, without such opportunity. In the interests of transparency, I have attached Professor Wheeler's draft proposal to the EPC. You will see that he has amended a much earlier BFC circular than the one currently in use on campus. His rationale for this is that it is the last circular on which there was action (a vote) by the BFC. You will also see that the changes proposed are far more complex than those proposed by the GEC, and include implementation issues that fall properly to the GEC to discuss and determine. The EPC as a whole has had only very limited opportunity to discuss this proposal face-to-face, and thus far, there has been no vote on this proposal.

Professor Wheeler's proposal directly contradicts the expressed recommendations of the GEC by placing a new speaking and listening requirement outside the Common Ground. Furthermore, Professor Wheeler's proposal includes changes to the structure and nomenclature of the Bloomington General Education program--changes which are both confusing and unnecessary. Most problematically, in proposing the new name "Common Goals," he conflates the two categories of requirement, campus-wide GenEd requirements (Common Ground), and school-specific requirements (Shared Goals, and other school-defined degree requirements).

Professor Wheeler has repeatedly expressed his concerns that schools might not recognize each other's S&L courses, but he seems not to fully understand the issue. The GEC constitutes subcommittees to agree learning outcomes, and to recommend the addition of courses, in all areas of the Common Ground. They have done this with diligence and to good effect to date, and that is how we would proceed with S&L. Many schools have indicated that they would wish to propose a course for inclusion in this category. In accordance with IUB GenEd policy, schools must recognize all courses that have been approved to fulfill Common Ground requirements, but this does not restrict schools from instituting school-specific degree or major requirements for specific courses. In many cases, students are currently able to choose Common Ground courses that fulfill not only Common Ground requirements, but also degree and or major requirements. Although Professor Wheeler argues that all courses in the Common Ground must be equally acceptable to all schools, he is mistaken. A student may, for example, complete the Mathematical Modeling requirement in a number of ways, each of them satisfying GenEd, but not necessarily satisfying the requirements of a particular degree program. The STGEC document makes clear the importance of advising in this regard.

One last misapprehension: Professor Emeritus Ted Miller is persuaded that the GEC's proposed changes transform BL GenEd into a Statewide Core Curriculum, and impinge on faculty freedom and ownership

of the curriculum. Let me repeat again that the STGEC is simply a framework, created by faculty from across the state, to ensure flexibility and to preserve the autonomy of the faculty at each of the public institutions with regard to their own curriculum. We have ended up with a framework that accommodates everything that our faculty determined for our own GenEd curriculum. The one missing piece was the speaking and listening requirement. IUB was the only Indiana public institution not to have a speaking and listening requirement as part of the existing general education curriculum, and, as you will see from the preamble of the circular amended by Professor Wheeler, verbal communication was, in fact, a desired requirement that never came to be.

Despite our best efforts, we have been unable to correct misunderstandings, or to persuade some members of the EPC of the virtues of the GEC's proposal, despite the fact that the GEC is a faculty committee of greater size, and with closer proximity to the issues, and despite the fact that its recommendations are supported by multiple ballots.

It falls to the BFC to approve any changes to the IU Bloomington GenEd program, but, as things stand, the GEC's recommendations may not be presented as an action item to the BFC, while the EPC may propose radical changes to the Bloomington General Education program that are not consistent with the will of the GEC.

As the GEC, EPC, and BFC work to address the requirements of SEA 182 (2012), we believe that it is essential to have direct input from the schools. As the associate deans responsible for undergraduate education, you are ideally situated to provide such input. Many of you serve on the GEC, and have a full understanding of these debates, and we will have an opportunity to discuss this further at our meeting on Thursday.

We are writing now to you to inform you about the situation, to ask that you review the proposals appended to this message, and share any concerns you may have about matters discussed here.

Specifically,

1. Do you support the recommendations of the General Education committee?
2. Are there specific details of the GEC recommendations that you believe may be problematic for students in your school? If so, please explain.

We would be grateful if you could respond in writing by noon on Thursday, March 28.

With apologies for the length of this message, and with thanks in advance for your careful consideration of these issues.

Sincerely,

Sonya

Sonya Stephens
Vice Provost for Undergraduate Education
Professor of French

Indiana Statewide Transfer General Education Core

Preamble

In 2012 the Indiana legislature enacted Senate Enrolled Act 182, thereby establishing the requirement for a Statewide Transfer General Education Core of at least 30 credit hours. The statute states that the Core must be based upon a set of competencies in areas agreed upon by the state educational institutions.

A Statewide Leadership Team was created to develop a framework for the Statewide Transfer General Education Core, and to provide oversight of the implementation process. The Statewide Leadership Team agreed upon six competencies, for which student learning outcomes would be developed. Faculty representatives from each institution met to agree upon the learning outcomes for each competency.

Each state educational institution is required to offer a general education program of at least 30 credit hours, which addresses these statewide competencies and the associated learning outcomes.

After May 15, 2013, a student who satisfactorily completes the requirements of the Statewide Transfer General Education Core in an Indiana state educational institution and then subsequently transfers to another Indiana state educational institution will not be required to complete the Statewide Transfer General Education Core requirements at the institution to which the student transfers. The established framework for the Statewide Transfer General Education Core includes two categories: “Foundational Intellectual Skills” and “Ways of Knowing.” Each category includes three competency areas.

The **Foundational Intellectual Skills** category includes:

- Written communication
- Speaking and Listening
- Quantitative Reasoning

The second category, **Ways of Knowing**, comprises learning outcomes in broad, disciplinary areas, and includes:

- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

Learning outcomes that relate to historical ways of knowing appear in both the Humanistic and Artistic, and the Social and Behavioral Ways of Knowing.

The statewide student learning outcomes for each competency are set out below.¹

¹ The full text of the student learning outcomes is available for each competency on the website of the Indiana Commission for Higher Education. See *Statewide General Education Core*, <http://www.in.gov/che/>

Foundational Intellectual Skills

1. *Written Communication*²

Upon completion of the General Education Transfer Core, students will be able to:

- 1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
- 1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.
- 1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- 1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
- 1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- 1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- 1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

2. *Speaking and Listening*

Upon completion of the General Education Transfer Core, students will be able to:

- 2.1. Use appropriate organization or logical sequencing to deliver an oral message.
- 2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.
- 2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.
- 2.4. Advance an oral argument using logical reasoning.
- 2.5. Provide credible and relevant evidence to support an oral argument.

² The written communication learning outcomes are expressed with the understanding that attention to the rhetorical situation is inherent within each. In addition, the following competencies entail facility with information literacy, which is defined by the Association of American Colleges and Universities as "The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand" (<http://www.aacu.org/value/rubrics/InformationLiteracy.cfm>).

- 2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
- 2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

3. Quantitative Reasoning³

Upon completion of the General Education Transfer Core, students will be able to:

- 3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.
- 3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.
- 3.5. Communicate which assumptions have been made in the solution process.
- 3.6. Analyze mathematical results in order to determine the reasonableness of the solution.
- 3.7. Cite the limitations of the process where applicable.
- 3.8. Clearly explain the representation, solution, and interpretation of the math problem.

³ A foundational experience in quantitative reasoning will provide a rigorous mathematical curriculum applied to real world problem solving. The outcomes should deepen, extend, or be distinct from high school Core 40 mathematics competencies.

Ways of Knowing

4. Scientific Ways of Knowing

Upon completion of the General Education Transfer Core, students will be able to:

- 4.1. Explain how scientific explanations are formulated, tested, and modified or validated.
- 4.2 Distinguish between scientific and non-scientific evidence and explanations.
- 4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- 4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- 4.5 Use current models and theories to describe, explain, or predict natural phenomena.
- 4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

5 Social and Behavioral Ways of Knowing

Upon completion of the Statewide Transfer General Education Core, students will be able to:

- 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
- 5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

6. Humanistic and Artistic Ways of Knowing

Upon completion of the Statewide Transfer General Education Core, students will be able to:

- 6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
- 6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- 6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts
- 6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.
- 6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
- 6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
- 6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

Guidance on the Implementation of the Statewide Transfer General Education Core

1. Each Indiana state educational institution will develop a general education program of at least 30 credit hours.
2. Each Indiana state educational institution will make public how its general education program goals and learning outcomes correspond to the Statewide Transfer General Education Core competencies and associated student learning outcomes.
3. Each Indiana state educational institution will describe to other institutions how it will assure student mastery of the outcomes in the Statewide Transfer General Education Core.
4. Each Indiana state educational institution will be required to demonstrate that its students have met the requirements of each competency by earning at least THREE credit hours in each of the six competencies, accounting for 18 credit hours.
5. Each state education institution may determine the distribution of the additional 12 credit hours in accordance with both the competencies of the Statewide Transfer General Education Core and the curricular policies governing general education at the institution.
6. In determining whether a student has completed the requirements of the Statewide Transfer General Education Core, each state educational institution will make this determination consistent with state law in relevant areas, such as applying credit for AP scores and approved dual credit courses.
7. Only course work resulting in Advanced placement credit, dual credit, and credit from regionally accredited institutions may apply to the Statewide Transfer General Education Core requirements. Institutions may accept other forms of credit according to their own existing policies, but these hours will not count towards the requirements of the Statewide Transfer General Education Core.
8. A 2.0 GPA is required to meet the Statewide Transfer General Education Core.
9. Once a student has satisfactorily completed the requirements of the Statewide Transfer General Education Core at an Indiana state educational institution, the institution will validate and then document that completion on the student's official transcript. If that student subsequently transfers to another state educational institution, the receiving institution will accept that documentation as satisfying its own Statewide Transfer General Education Core requirements. Furthermore, the receiving institution will apply toward satisfying the transfer student's degree requirements at least 30 credit hours of transfer credit.
10. Successful completion of the Statewide Transfer General Education Core requirements is not a guarantee of admission to a particular state educational institution.
11. Students matriculating after 1, 2013 are eligible for the Statewide Transfer General

Education Core. Currently enrolled students may change their catalog year to Fall 2013 to be eligible.

12. Should there be residency requirements for general education at the receiving institution, these will be waived students who have met the requirements of the Statewide Transfer General Education Core.
13. The receiving institution will articulate transfer credit in accordance with that institution's established transfer credit policies.
14. Transfer credit for coursework that has been completed in fulfillment of Statewide Transfer General Education Core requirements but that does not meet established standards for transfer credit—grades lower than a C--will be articulated as undistributed credit toward graduation at the receiving institution
15. If a student has not met the required standard for course articulation, and the course is a requirement for the student's degree objective, the receiving institution may require the student to repeat the course.
16. The Statewide Transfer General Education Core does not change any requirements for a major or other degree objective. It is absolutely critical that students work closely with their academic advisors to determine what relationship, if any, exists between requirements for general education and requirements for a specific major.

SEA 182 and the IU Bloomington GenEd Program

State Enrolled Act 182 and the framework of the Statewide Transfer General Education Core (STGEC) affects the IU Bloomington GenEd Program in two ways. First, any student who completes the STGEC at an Indiana state educational institution and subsequently transfers to IU Bloomington must, in accordance with SEA 182, be exempted from the IUB GenEd Common Ground requirements. This rule applies both to external transfer students and to IU intercampus transfer students who are accepted for admission to IUB. Second, IUB must provide our students with a way to document attainment of the STGEC competencies so that those who transfer from IUB to another Indiana state educational institution will be exempted from the local general education requirements at the institution or campus to which they transfer.

Two different approaches to fulfillment of our obligations have been outlined. The first is to institute a few modifications to the IUB GenEd Common Ground requirements in order to ensure that a student who completes these requirements will simultaneously have met the STGEC competencies. The second approach is to create a new general education credential (the STGEC certificate, for example), completion of which would require both fulfillment of the IUB Common Ground requirements plus completion of those STGEC requirements that are not currently part of the IUB GenEd requirements. This credential would not be required of all IUB students but only of those who decide to transfer to another Indiana state educational institution and wish not to be required to complete the general education requirements at the institution or campus to which they transfer.

The faculty of the IU Bloomington General Education Committee have considered the issue at length, beginning last summer with a meeting on May 11, 2012. On February 15, 2013, the committee was convened to frame this recommendation to the Bloomington Faculty Council. The GEC discussed whether it would be preferable to modify the IUB GenEd Program to align with the requirements of the STGEC or to create a new general education certificate, which would include but expand upon the IUB GenEd requirements. The committee voiced overwhelming support of the first option: minor modification of the IUB GenEd requirements. In fact, no members of the committee expressed support of the Common Ground Plus solution (i.e., the STGEC certificate). Following the February 15 meeting, the faculty of the GenEd Committee voted electronically, in two separate ballots, on the details of their recommendation to the BFC. The tracked revisions to BFC Circular B16-2011 (see below) reflect the results of the GEC ballot.

The faculty of the IU Bloomington General Education Committee hereby offer the following policy recommendation to the Bloomington Faculty Council. The matter is of some urgency since the campus has until May 15, 2013 to comply with SEA 182.

Undergraduate Education and General Education at Indiana University Bloomington

Preamble

An undergraduate education at Indiana University Bloomington will develop students' understanding of themselves, their sense of responsibility to others, and their knowledge of the social and natural worlds. Students will therefore be able to analyze problems, generate solutions, pose questions and construct defensible answers based on reason and appropriate evidence. IUB graduates will be curious, independent and responsible participants in their communities and their places of work, and citizens of the world.

To achieve these ends, every Indiana University Bloomington baccalaureate degree program includes common course and disciplinary requirements that integrate these general developmental goals with the special resources of the campus. These common requirements articulate the ideals that Indiana University Bloomington faculty hold for the general education of undergraduate students, and assure that all students are afforded the opportunity to explore a breadth of academic opportunities as well as the more specialized demands of a chosen major field of study. An IUB undergraduate education is an experience that deepens, broadens and extends students' skills, knowledge, abilities and dispositions, and fosters a love of and dedication to learning.

During the course of study at IUB, a student should be engaged in experiences that involve exploration, examination and expression through discourse and enriching educational experiences. Undergraduate education at IUB should develop the student's intellectual capabilities in written and verbal communication, qualitative and quantitative analysis and reasoning, a solid breadth of knowledge across disciplines, literacy in information resources, opportunities for educational participation in the global community, and significant strength in at least one discipline or one interdisciplinary field of study.

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

Indiana University Bloomington offers a rich environment for such an education. IUB academic programs build on the dynamic interrelationship between the College of Arts and Sciences and an array of distinguished professional schools. Offering some 350 different degrees in the arts, sciences, and professions, it is committed through its faculty and facilities to quality teaching, cutting-edge research and development, scholarship, the arts and creative activity. Drawing on a deep legacy of international engagement, the campus features foreign-language, culture and arts emphases and numerous opportunities for undergraduates to explore the world through

international experiences. IUB offers physical space for an abundance of cultural resources, including world-class venues for music, drama, and the visual arts, and major research libraries and book and artifact collections. Indiana University Bloomington provides a residential living environment which supports the academic mission and encourages engagement with the intellectual, cultural, and community richness of the world outside its gates, both near and far.

Indiana University Bloomington General Education

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

- I. **The Common Ground** (Required; ~~up to 31~~minimum of 30 credits with a GPA of 2.000 or higher)
 - a. Foundations
 - i. Writing: English Composition- 3 credits
 - ii. Mathematical Modeling – 3-4 credits
 - ~~ii.~~iii. Speaking and Listening – 3 credits
 - b. Breadth of Inquiry
 - i. Arts and Humanities- 6 credits
 - ii. Social and Historical studies- 6 credits
 - iii. Natural and Mathematical Sciences- 5-6 credit hours; two courses OR a single 5-credit course that includes a substantial lab component
 - c. World Languages and Cultures
Second-year level of a world language (6 credits) OR World Culture courses (6 credits) OR International experience in an approved study abroad (6 credits)
- II. **Shared Goals** (Recommended; to be structured by faculty in each baccalaureate degree program; might be completed by embedding these goals in current curricula, through coursework for credit, or non-credit bearing activities)
 - a. Intensive Writing
 - b. Information Fluency
 - c. Diversity in the United States
 - d. Enriching Educational Experiences (service learning, internship, capstone project, student teaching, independent research/creative activity program, an approved study abroad experience, honors thesis, show, recital, performance)

General Guidelines

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

Guidelines for The Common Ground Curriculum

I. Foundations

A. Writing: English Composition (3 credits)

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 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. 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.

Course Characteristics

1. Courses fulfilling the Composition proficiency requirement should
 - a. emphasize formal instruction in writing that integrates reading, thinking, and writing skills transferable to a wide variety of college courses and experiences students will encounter.
 - b. include at least a full semester sequence of frequent and regular writing assignments that build sequentially on students' ability to read critically, summarize, apply, analyze, and synthesize what they have read, discussed, and researched.
 - c. emphasize the development of students' ideas in the context of ongoing cultural, scholarly, and professional "conversations," clarity of expression, and organization, in addition to correct grammar, spelling, punctuation, and citation.
 - d. involve rigorous draft feedback and evaluation using appropriate rubrics.
2. Courses approved for the Writing: English Composition requirement must have extensive and well-conceived systems for course development and review and for the preparation and ongoing supervision of all instructors.
3. Courses approved for the requirement must be taught in section sizes that permit directed rewriting and careful evaluation (25 or fewer).
4. Such courses are to be distinguished from Intensive Writing courses beyond the 100-level in which students typically learn formats and conventions particular to specific

disciplines and professions and/or use writing as a way of understanding particular course concepts. Courses approved for the English Composition requirement will serve as prerequisites for such Intensive Writing courses.

5. Currently no courses fulfilling the English Composition requirement have been approved for meeting any other Common Ground requirement. (See the appendix for a policy interpretation of rules about Double-Counting.)

B. Mathematical Modeling (3-4 credits)

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 Objectives

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.
- 4.

A passing grade in an approved course is required to show proficiency in mathematical modeling under the General Education curriculum.

Course Characteristics

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

II. Breadth of Inquiry

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

Learning Objectives

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. Courses taken in fulfillment of the A&H 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.

Students who complete the A&H requirement will demonstrate

1. knowledge of origins, varieties, and meanings of the expressions and artifacts of human experience, including:
 - i. Original written texts in various literary forms
 - ii. Works of visual art and design
 - iii. Musical compositions
 - iv. Dramatic performance (live theater, dance, film, video, digital...)
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.

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.

At the discretion of departments, and with permission of the appropriate academic dean, exemptions for approved courses may be earned by satisfactory performance on departmentally approved examinations.

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

Learning Objectives

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
 - a. Human culture knowledge through understanding of history, social situations, and social institutions
2. Intellectual and Practical Skills
 - a. Critical and creative thinking
 - b. Inquiry and analysis

- c. Quantitative and/or qualitative literacy through theory and methodology
3. Personal and Social Responsibility
 - a. Intercultural knowledge
 - b. Civic knowledge
 - c. Skills for life-long learning

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.

At the discretion of departments, and with permission of the appropriate academic dean, exemptions for approved courses may be earned by satisfactory performance on departmentally approved examinations.

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

Learning Objectives

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

1. Become familiar with scientific inquiry and the bases for technology,
2. 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.

Course Characteristics

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

At the discretion of departments, and with permission of the appropriate academic dean, exemptions for approved courses may be earned by satisfactory performance on departmentally approved examinations.

III. World Languages and Cultures (6 credits)

Indiana University has a long tradition of excellence and leadership in international and global studies. Most notably, that tradition is seen in the support that Herman B Wells gave to the establishment of world-class departments and programs in that area, as well as the current emphasis across the entire university in giving students the tools to better understand, appreciate, and work in our ever-shrinking world. Specifically, the 6-credit-hour World Languages and Cultures requirement has the following goals, some or all of which may be met in the three possible ways described below: 1) to understand elements that distinguish 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; 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 Objectives

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

4. Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
5. 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).
6. Uses foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.

Attitudes

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

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

A. Language Study (6 credits)

Students must successfully complete the study of a single 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 academic dean, exemptions for approved courses may be earned by satisfactory performance on departmentally approved examinations.

OR

B. World Culture Courses (6 credits)

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

At the discretion of departments, and with permission of the appropriate academic dean, exemptions for approved courses may be earned by satisfactory performance on departmentally approved examinations.

OR

C. International Experience (6 credits)

To satisfy the International Experience option, students must complete an approved study abroad program or approved study abroad internship of at least 6 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 [listed on Overseas Study webpage and GE website]
2. IU co-sponsored programs [listed on Overseas Study webpage and GE website]
3. IU autonomous programs [listed on Overseas Study webpage and GE website—not all IU autonomous programs apply]
4. Non-IU programs that have been approved in advance by the Office of International Admissions via approval of the Credit Transfer Agreement Form.

Shared Goals

Components Recommended within the Context of Each Degree

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

A. Intensive Writing

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

B. Information Fluency

Information Fluency includes, but goes beyond, information technology skills, to introduce students to critical information resources that underlie the major field of study and introduce

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

C. Diversity in the United States

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

D. Enriching Educational Experiences

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

The General Education Committee and Campus Charge

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

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

3. In order for any proposal to be approved by the committee, whether concerning course recommendations or broader matters, the proposal must receive the support both (i) of a majority of the voting members and (ii) of at least some voting members from at least four of the College and Schools. Only a majority vote of the committee is necessary to disapprove any such proposal.
4. The General Education Committee is charged with:
 - a. final preparation of the General Education proposal to be submitted to the Bloomington Faculty Council during the 2006-2007 academic year, including:
 - i. Final definitions of curricular components including learning objectives for each component,
 - ii. Approved course lists (including, but not limited to: evaluation of historical enrollment, grading, and instruction data, sample syllabi, frequency of course offering, etc.), and
 - iii. Unit impact evaluations (to be prepared by each school/college).
 - b. reviewing proposals for general education courses in an ongoing capacity.
 - c. developing assessment metrics for ongoing evaluation of the Common Ground and the Shared Goals.
 - d. conducting a baseline assessment of the campus's current experiences with the Common Ground and Shared Goals during the period 2007-2011.

- e. reviewing unit reports on the implementation, ongoing experience, and effectiveness of the General Education Program within each degree program (Note: An initial collection of each report should be presented to the BFC by December 2008).
 - f. monitoring budgetary implications, with the Vice Provost for Budgetary Administration and Planning, of the implementation and ongoing experiences with the General Education Program.
 - g. delivering annual updates (in October for the previous year) and five-year reports to the BFC on the status of the General Education Program.
5. The President, the Provost, and the College and School Deans of Indiana University Bloomington shall take steps to insure that the budgetary adjustments necessary to implement this General Education Program do not adversely impact the research mission of any unit and shall undertake to diminish the budgetary incentives for, and prevent the occurrence of, academic encroachment between academic units. The President and Provost will make the necessary resources available to support the work of the General Education Committee and the implementation of the General Education Program.

Policies Adopted by the General Education Committee

Scope of General Education Requirements at IUB

1. Degree programs may be exempted from the Common Ground only by affirmative votes of both the General Education Committee and the Bloomington Faculty Council. (April 17, 2009).
2. General Education requirements apply to all students pursuing their first baccalaureate degree at IUB. (April 17, 2009)
3. Degree program requests for exceptions to Common Ground requirements may be approved only by affirmative votes of both the appropriate Common Ground subcommittee and the General Education Committee. (April 14, 2010)
4. Transfer students must meet IUB General Education requirements. (April 17, 2009)
5. A minimum of 6 credit hours of the IU Bloomington GenEd curriculum must be completed in residence at Indiana University Bloomington. (November 3, 2010)
6. At least one of the courses used to fulfill the Natural and Mathematical Sciences requirement must be a natural science course (as designated by the N&M subcommittee. (March 23, 2011)

Course Eligibility for General Education

5. Natural and Mathematical Sciences- 5-6 credit hours; two courses OR a single 5-credit course that includes a substantial lab component. (December 14, 2006)
6. Except in the case of lab courses approved by the N&M Common Ground subcommittee, courses approved for the IU Bloomington General Education Common Ground curriculum must carry a minimum of 3 credit hours. (November 3, 2010)
7. A prior history of offering is not required for any course in the Common Ground. (December 21, 2007) But cf. a policy interpretation requiring prior approval for the IUB Master Course List, below.
8. With the exception of upper-division courses taken abroad as part of a study-abroad experience (which may count toward fulfillment of the International Experience option of the World Languages and Cultures requirement), 300/400-level courses are ineligible for the Common Ground. (December 21, 2007; April 14, 2010)
9. Courses with variable titles are ineligible for the Common Ground. (December 21, 2007) But cf. a policy interpretation of this policy, below.

10. Repeatable courses *may* apply toward GenEd requirements more than once but **only** if the course is repeated with a different topic.
11. General Guideline No. 5 stipulates that “Courses or experiences designed for specific majors, and with extensive prerequisites, and where no substitutions or equivalences exist across the campus, should not be considered appropriate for inclusion in the Common Ground.” The General Education Committee determined that more than one prerequisite was “extensive,” i.e. that courses with more than one prerequisite are ineligible for General Education. Courses approved for the Foundations requirements will not count toward the prerequisite limit in other General Education areas. (February 16, 2006)
12. 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. (November 3, 2010)
13. Joint listings of courses approved for General Education are permitted if—and only if—the following conditions are satisfied:
 - Each course in a joint listing has been approved for meeting the same General Education requirement;
 - Each course satisfies all other formal requirements, including those governing expected frequency of offering;
 - The joint listing has been approved in writing by the chief academic officer (or officers) of the unit (or units) offering the courses to be joint listed before the “final” schedule of the next semester has been submitted to the Office of the Registrar;
 - Departmental scheduling officers comply with technical requirements specified by the Office of the Registrar to ensure that students enrolled under different course numbers and titles in joint listed classes can be credited with fulfilling a General Education requirement. (April 17, 2009)
14. Cross listing of General Education courses is permitted, at the discretion of the degree granting unit, i.e. the College or school in which the degree resides. (April 17, 2009)
15. In consultation with the relevant Common Ground committee, the co-chairs of the General Education Committee may waive requirements governing the eligibility of courses for inclusion in General Education, but only when the requirements in question do not involve judgments about the suitability of the course under the governing rubric. (April 17, 2009)

Frequency of General Education Course Offerings

16. Foundation courses must be offered every semester during the regular academic year, i.e. every fall and spring semester. (December 21, 2007)

17. Breadth of Inquiry courses must be offered at least once every four semesters. (December 21, 2007)

Currently there is no rule governing the frequency of world language and culture courses.

Grade Minima

18. A minimum grade of C- in an approved course is required to show proficiency in English composition. (April 7, 2008)

Currently, a passing grade is required to show proficiency in Mathematical Modeling, as stipulated in BFC Circular B30-2007.

19. Courses in which a student earns a grade of “P” (i.e., Pass) will not count toward fulfillment of Common Ground requirements. (April 14, 2010)
20. Courses that are taught with S/F grading are not eligible for the GenEd curriculum. (February 16, 2011)

Test Credit

21. For Breadth of Inquiry and World Languages and Cultures: At the discretion of departments, and with permission of the appropriate academic dean, credit for approved courses may be earned by satisfactory performance on departmentally approved examinations. (April 7, 2008)

Current policies in the College of Arts & Sciences Bulletin (section titled “Credit by Examination”) specify equivalencies in English Composition and foreign languages and exemptions for other approved courses.

Transfer Credit

22. Credit that appears on a student transcript as an IU Bloomington GenEd-approved course should apply toward GenEd requirements. (November 3, 2010)
23. 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 should apply toward the same GenEd Common Ground requirement(s) as the IUB course in that category. A table of CTL equivalencies throughout the IU system should be created and coded as part of the GenEd degree audit system to make application of such credit automatic. This table should be reviewed by the GenEd Committee during the 2010–11 academic year, and it should be reviewed and updated every three years thereafter. (November 3, 2010)

24. Courses offered at other IU campuses that are found to be “equivalent” to an IUB GenEd-approved course for the purpose of fulfilling the IUB GenEd Common Ground requirements should be identified and coded for automatic application to IUB GenEd requirements. Such equivalencies should be determined by faculty in the IUB department that offers the IUB GenEd-approved course in question (see criteria listed above). (November 3, 2010)
25. Transfer credit that appears on a student transcript as a course that is not part of the GenEd curriculum should not be applicable to IUB GenEd Requirements. (November 3, 2010)
26. With appropriate approval, transfer credit that appears on a student transcript as “Undistributed” *may* apply toward GenEd requirements. Students who wish to have undistributed transfer credit evaluated for possible application to their GenEd requirements should first follow the current established procedure of requesting an individual course articulation. If such credit is not articulated to an IUB GenEd-approved course, a student may petition to have the undistributed credit evaluated for applicability to GenEd requirements. (November 3, 2010)
27. Previously un-articulated transfer credit should be reviewed for applicability only after the student has completed the course and the transfer credit appears on the student’s transcript. There should **not** be a process for evaluating transfer credit for pre-approval. (November 3, 2010)
28. The GenEd Committee should conduct a review of GenEd transfer policy in summer 2012 and every two years thereafter. (November 3, 2010)

Accommodations

29. The College of Arts & Sciences will develop and implement plans for accommodating students with documented learning disabilities in mathematics and foreign language, and who are unable to meet General Education requirements because of those disabilities. The College will provide annual reports to the General Education Committee on the number, type, and success of the accommodations it oversees in the area of General Education.

Program Monitoring and Evaluation

30. A General Education Monitoring Subcommittee (GEMS) will be constituted, the membership of which shall include: the co-chairs of the General Education Committee, the Common Ground subcommittee chairs, three administrative representatives from the General Education Committee, one University Division advisor representative (ex-officio), a secretary provided by the Vice Provost for Undergraduate Education (ex-officio). (April 17, 2009)

30. The charge of the IUB General Education Monitoring Subcommittee is to develop policies and plans that will guide the Vice Provost for Undergraduate Education in the conduct of monitoring activities. By December 2009, the subcommittee will provide a report to the General Education Committee that: a) confirms the general goals and objectives of the General Education Program, and b) specifies the basic principles that should guide monitoring activities for student assessment, curricular evaluation and program review. By April 2010, the subcommittee will provide a report to the General Education Committee that outlines general procedures to guide monitoring activities for student assessment, curricular evaluation and program review. These two reports will be presented by the subcommittee to the full General Education Committee no later than at the Spring 2010 meeting, and a special meeting or meetings may be called sooner for this purpose. Upon the General Education Committee's approval of subcommittee reports, the Vice Provost for Undergraduate Education is charged with carrying out the approved monitoring plan for General Education at IUB. (April 17, 2009)

Indiana University Bloomington General Education Co-Chairs' Policy Interpretations

Course Eligibility for General Education

To be considered for General Education a course must be listed in the IU Master Course Catalog, though it need not be offered before it is proposed for General Education.

On 12/21/2007 the General Education Committee voted “no” on the question, “Will the General Education Curriculum consist entirely of courses that have been previously offered, and which therefore have a prior history or track record” The policy refers specifically to the prior offering of courses. It leaves open the question of whether courses proposed for General Education have been approved for the Master Catalog, which means it has survived the remonstrance process. Our view is that questions about the very possibility of offering a course at IUB should be resolved in the affirmative before we take up the secondary question of whether it ought to be part of General Education.

Barbara A. Bichelmeyer and Russell L. Hanson
April 3, 2009

Indiana University Bloomington General Education Co-Chairs' Policy Interpretation

Double Counting

In Fall 2007, as newly appointed Co-chairs of the General Education Committee we inherited a list of issues that arose during Spring 2007 deliberations when Common Ground committees were reviewing courses for the new curriculum. One of the issues involved “double counting,” which occurs when students enroll in one course in order to satisfy two (or more) academic requirements. We proposed ballot measures to address the outstanding issues, including double counting. During discussion at the General Education Committee meeting on December 14, 2007, it became apparent that several issues were confounded under the single ballot question of double counting, which led the General Education Committee to table a vote on the proposed policy while we sought clarification.

Upon further investigation we discovered that all issues related to double counting were explicitly or implicitly resolved by the BFC, and that no further action is required by the General Education Committee. In the following sections, we identify each issue and show how it was addressed by BFC Circular B30-2007. We hope this removes any lingering confusion about double counting among General Education Committee members, and provides some guidance to the Academic Officers of the academic units on campus.

At the outset it is necessary to differentiate between “double listing” and “double counting.” Double listing refers to the approval of a single course by more than one Common Ground Committee. Double counting refers to a student’s use of one course to fulfill multiple graduation requirements. There are two forms of double counting. “Horizontal double counting” refers to the use of one course to satisfy multiple requirements within the General Education curriculum. “Vertical double counting” refers to the use of a course to simultaneously satisfy a General Education requirement and additional requirements within a degree program.

Reading BFC Circular B30-2007 with these distinctions in mind, we conclude that:

Using General Education courses to fulfill individual degree requirements (“vertical double counting”) is allowed, at the discretion of the degree granting unit.

BFC Circular B30-2007 specifically authorizes this in General Guideline #6, which states that: *“Courses approved for general education credit may overlap (double-count) with courses required by individual degree programs.”*

Since each academic unit has the authority to establish requirements for its degree programs, each academic unit must decide whether it will permit vertical double counting, and if so, to what extent, and in which degree programs.

Horizontal double counting (i.e. using a course to fulfill more than one Common Ground requirement) may occur in several ways:

In the Foundations component of the Common Ground Curriculum, double counting is *not* allowed for the Math Modeling requirement.

According to BFC Circular B30-2007: “A course used to satisfy the Math Foundations requirement may not double-count toward the Breadth of Inquiry Natural and Mathematical Sciences requirement.”

In the Foundations component of the Common Ground Curriculum, double counting *may* be allowed for the English Composition requirement, but only with the requisite committee approvals.

According to BFC Circular B30-2007 (amended): “Courses taken under these options, except for English W131, W143, and W170, may, if they are so designated, satisfy more than one General Education requirement.”

Technically, the relevant Common Ground committee could endorse a composition course that is also approved for meeting a Breadth of Inquiry requirement, or vice versa. No composition courses have been approved for Breadth of Inquiry, however, and the academic officers of the College and schools have agreed that no course will be proposed for more than one Common Ground requirement. Should that change in the future any course approved by relevant Common Ground Committees must be endorsed by the full General Education Committee, in compliance with BFC Circular B30-2007.

Double counting is not permitted in the Breadth of Inquiry component of the Common Ground Curriculum.

According to General Guideline #6 listed in BFC Circular B30-2007, “An individual course may satisfy more than one Common Ground-Breadth of Inquiry [or] Common Ground-World Languages and Cultures requirement of the General Education program if that course is approved for the relevant requirements.”

Double counting is not mandated within Breadth of Inquiry, and in fact it would undermine the stated goal of broadening students’ horizons. Academic units, including the major providers of A&H, S&H, and N&M courses, endorse the policy of designating a single area within Breadth of Inquiry for each course that is proposed. In the interest of maintaining consistency, the co-chairs will apply this policy to each course proposed for Breadth of Inquiry, until such time as the General Education Committee rules otherwise.

Double counting is allowed for the World Languages & Cultures component of the Common Ground Curriculum, but only with the requisite committee approvals.

According to General Guideline #6 listed in BFC Circular B30-2007, “An individual course may satisfy more than one Common Ground-Breadth of Inquiry [or] Common Ground-World Languages and Cultures requirement of the General Education program if that course is approved for the relevant requirements.”

Thus, double counting is permitted between Breadth of Inquiry and the second option for meeting the World Languages & Cultures component of General Education. In current practice, this means that one course could partially satisfy a single Breadth of Inquiry requirement and half of the World Languages & Cultures requirement, since no course has been approved for more than two areas. At most students could double count two courses; that is, a student could use two courses that satisfy one area within Breadth of Inquiry as well as the World Cultures requirement. The appendix to this document lists all of the courses that have approved for this form of double counting.

Double listing is implicit in the BFC Guidelines.

Without double listing none of the contemplated forms of horizontal double counting is possible; the fact that double counting is allowed means that double-listing must be permitted, at the discretion of the relevant Common Ground Committees.

Though the many issues related to double listing and double counting have been resolved by BFC Circular B30-2007 or in practice, we recommend that double counting be monitored during the initial years of implementation, and revisited by the General Education committee during 2013 to determine its impact on the curricular experiences of undergraduate students at Indiana University Bloomington.

Barbara A. Bichelmeyer and Russell L. Hanson
April 1, 2008
Revised April 3, 2009

Indiana University Bloomington General Education Co-Chairs' Policy Interpretation

Courses with Variable Topics & Generic Titles

IUB's master catalogue of courses includes many titles that begin "Topics in . . .," "Studies in . . .," "Issues in . . .," "Controversies in . . .," etc. Generic titles like these enable departments to offer classes that vary across instructors and topics. In this way a single course title provides an umbrella for several classes that are more or less related. L104 Lectures in Biology is an example of closely related classes offered under a single course title; each class covers the same principles of biology, but those principles are taught in different contexts by instructors with different specialties. In other cases, a generic title is merely a convenient device for scheduling classes that have little in common, though they serve other curricular functions and provide faculty with opportunities to experiment with new courses.

Classes offered under one generic title carry a specific subtitle, by way of describing what is taught under the course number in any particular semester. Many subtitles are ephemeral; the associated topics come and go with the times and changing composition of the faculty. Other subtitles endure and the associated classes become regular offerings. In principle, such classes could be converted into courses with unique numbers and titles, but it is sometimes more convenient to continue offering them under a generic title, either to avoid a proliferation of course numbers, or because of systemic obstacles to the creation of new courses.

The term "variable topics" is often used to describe a course with a generic title and associated subtitles. That was an accurate description under the old system of scheduling, in which departmental scheduling officers simply replaced the generic title with the appropriate subtitle in each semester a class was offered. With the new Student Information System, however, the generic title is retained along with the appropriate subtitle. It is the subtitle that varies across different iterations of the same generically titled course, and it is the subtitle that is crucial for degree auditing purposes. To keep this clearly in view we should speak of generic course titles and the varying subtitles associated with them, instead of courses with "variable topics."

Some courses with generic titles are appropriate for the Common Ground portion of the General Education Curriculum at IUB. Others will not meet the relevant rubric and must be excluded by the Common Ground committees, just as stand-alone courses are not approved when they do not conform to the relevant rubric. But this determination is more complicated when different subtitles are offered under a single title. Simply put, generic course titles and bulletin descriptions do not provide sufficient information for deciding which subtitles ought to be accepted for General Education.

For this reason, the policy of the General Education Committee, as interpreted by its co-chairs, is that all courses with generic titles should be excluded by Common Ground Committees unless there is clear evidence that every section offered under the same title fulfills the relevant rubric, and that departments are committed to maintaining this constraint on sections offered in the

future. The guiding principle is that all sections offered under the same title must satisfy the relevant rubric for inclusion in the General Education Curriculum.

The rationale for this policy is clear, but a clarification of this policy will provide additional guidance to Common Ground committees reviewing course proposals, and ultimately to academic units that generate proposals in the first place. The clarification builds on the distinction between a generic *course title*, and the *subtitles* it superintends.

A Brief Legislative History

On December 13, 2007 co-chairs Bichelmeyer and Hanson sent a Policy Ballot Background Memo to the full General Education Committee. Among the issues considered was the wisdom of including courses with generic titles in the Common Ground. The co-chairs noted that courses with generic titles and varying subtitles present unique problems for the General Education Curriculum. By their nature, some subtitles under a generic course title might fulfill Gen Ed requirements, while others would not. Furthermore, two classes with different subtitles might fulfill different requirements in the General Education Curriculum, even though they are offered under the same course title and in the same semester. There is also a problem in repeating a course for credit; in different semesters, the same course offered under different class subtitles could fulfill different General Education requirements.

The co-chairs recommended that the General Education Committee adopt a policy declaring courses with generic titles ineligible for the General Education Curriculum. The Committee subsequently voted 26-9 in favor of a policy excluding courses with generic titles, defined as courses with “Topics” in the title. The exclusion applied to all elements of the Common Ground: Foundations, Breadth of Inquiry, and World Languages & Cultures.

On March 5, 2008 co chairs Bichelmeyer and Hanson gave the rule a broader interpretation in response to questions from Common Ground Committees reviewing course proposals. As the co-chairs explained, “Technically, the ballot applied only to courses with titles that include ‘Topics in....,’ but the logic of exclusion applies to similar titles (e.g. ‘Studies in,’ ‘Issues in ...’ ‘Themes in,’ etc.). All courses with such titles should be excluded from consideration by Common Ground Committees unless there is clear evidence that every section offered under the title fulfills the rubric, and that departments are committed to maintaining this constraint on sections offered in the future. The guiding principle is that all sections offered under the same title must satisfy the relevant rubric for inclusion in the General Education Curriculum.”

Thus, the current policy is that departments must create unique course numbers and titles for each topical course being proposed for inclusion in the General Education Curriculum. Alternatively, they may provide evidence that all subtitles offered under the same generic course title share elements that satisfy the relevant Common Ground rubric.

Clarification

Departments retain the option of creating unique course numbers and titles for each topical course, and submitting them for possible inclusion in the General Education curriculum. Each of these uniquely titled courses will be evaluated under the relevant rubric, just as every course with nonvarying titles is reviewed. Assuming they meet the rubric and other conditions, e.g. frequency of offering, such courses will be added to the curriculum.

This option is most useful when some subtitles currently offered under a generic course title are good candidates for General Education, and others are not. In such cases departments may create new, nonvarying titles for each course that satisfies General Education requirements. The generic course title may then be reserved for topical courses that are not appropriate for General Education because they are not regularly offered or for some other reason.

Alternatively, it is now technically possible for IUB's degree auditing software to discriminate between topical classes offered under subtitles that have been approved for General Education, and those which are not part of this curriculum. Departments may therefore propose a subset of classes offered under a generic course title for review, presenting relevant materials for each of the classes in this subset. However, departments need not take the additional step of creating new course numbers and titles for classes they propose for General Education.

When using this option, care must be taken to insure that these courses satisfy certain requirements of the degree auditing software at IUB. In particular, departmental scheduling officers and staff in the Registrar's office must use the correct subtitle number when scheduling these courses.¹ This means departments must use exactly the same subtitle each time they schedule an approved course, and they must include the SIS-assigned subtitle number when including the course in future class schedules. Second, this option applies only to students who take the topics course in Fall 2011 or later. It is important to note that, if these procedures are not followed, students who successfully complete the course in question may not be credited with meeting General Education requirements.

A department may seek blanket approval for all subtitles offered under the same generic title. This is appropriate when all of the subtitled classes "do the same thing, differently" —and "the same thing" satisfies all elements of the relevant Common Ground rubric. Documentation to this effect must be presented to the relevant Common Ground committee for evaluation. If a course meets this requirement, and satisfies other conditions, e.g. frequency of offering, it is eligible for General Education and all of its class subtitles are included in the degree auditing process. That is, a student who successfully completes any of the specific classes offered under the approved course title will meet General Education requirements.

There is one limitation on this process of blanket approval. If a department creates new subtitles that will be offered under a previously approved generic course title, it must explain to the co-chairs how the new course "does the same thing differently" in a way that is consistent with the

¹ In the Student Information System, each class subtitle is assigned a "topic" number. That is the technical term, but we resort to the distinction between titles and subtitles to minimize confusion in this policy clarification.

original basis for obtaining blanket approval. This will insure that all subtitles do the same thing, differently, and conform to the relevant Common Ground rubric.

Here are two ways in which a set of classes do the same thing differently, where the same thing satisfies all elements of the relevant Common Ground rubric:

1. All subtitles offered under a generic course title may present the same principles or concepts in different applications. For example, a generic course might convey essential elements of probability and finite mathematics. In one class this might be done with reference to social and behavioral applications. In another class it might be presented with examples from physics or ecology. Other iterations are conceivable, too, but the point is clear: this set of courses presents the same material, in different contexts. Assuming it met all other conditions, the course and all of its associated subtitles are eligible for General Education.
2. All classes offered under a generic course title may develop the same skill, but in different applications. A course in critical thinking might include subtitled classes that develop skills in different domains of knowledge or experience; the same might be true of courses in ethical decision making, quantitative reasoning, or aesthetic appreciation. So long as all classes offered under the same generic format emphasize the development of the same skill, and that skill fulfills a Common Ground rubric, the course is eligible for General Education.

Barbara A. Bichelmeyer and Russell L. Hanson
February 15, 2009

Appendix One: Senate Enrolled Act 182

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2011 Regular Session of the General Assembly.

SENATE ENROLLED ACT No. 182

AN ACT to amend the Indiana Code concerning higher education.

Be it enacted by the General Assembly of the State of Indiana:

SOURCE: IC 21-18-9-7; (12)SE0182.1.1. -->

SECTION 1. IC 21-18-9-7 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2012]: **Sec. 7. In collaboration with the state educational institutions, the commission shall develop, implement, and maintain a common course numbering system to be used by the state educational institutions for all courses in the core transfer library (as defined in IC 21-42-1-3). The commission shall create a state course numbering system into which each state educational institution shall map the state educational institution's unique course numbers.**

SOURCE: IC 21-42-3-2; (12)SE0182.1.2. --> SECTION 2. IC 21-42-3-2, AS ADDED BY P.L.2-2007, SECTION 283, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2012]: **Sec. 2. The Each state educational institutions jointly institution, in collaboration with the commission for higher education, shall: identify**

(1) not later than December 1, 2012, create and report to the commission for higher education a statewide transfer general education core, to be implemented not later than May 15, 2013. The core must be based upon a set of core competencies, translated into at least thirty (30) semester credit hours of comparable general education courses, that in areas agreed upon by the state educational institutions, which apply for credit

toward undergraduate degrees, including associate degrees and baccalaureate degrees at all campuses of state educational institutions; and are eligible to be earned by a student to fulfill graduation requirements at each state educational institution.

(2) jointly establish statewide standards for use by all state educational institutions to document an individual's completion of the statewide transfer general education core on the individual's transcripts.

SOURCE: IC 21-42-3-5; (12)SE0182.1.3. --> SECTION 3. IC 21-42-3-5 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2012]: **Sec. 5. (a) After May 15, 2013, an individual who has satisfactorily completed the statewide transfer general education core at a state educational institution, as indicated on the individual's official transcript, may not be required to complete additional courses in the statewide transfer general education core at the state educational institution to which the individual transfers, regardless of whether the individual has received an associate degree or the delivery method of the statewide transfer general education core the individual completed.**

(b) If an individual does not complete the statewide transfer general education core of a state educational institution before transferring to another state educational institution, the individual must complete the statewide transfer general education core required by the state educational institution to which the individual has transferred. The state educational institution to which the individual has transferred shall award credit to the individual for courses the individual has satisfactorily completed, based on the course to course equivalencies of the core transfer library established under IC 21-42-5.

(c) An individual who holds an associate of arts or associate of science degree approved by the commission who is admitted to a four (4) year state educational institution is considered to have met at least thirty (30) semester credit hours of the state educational institution's general education requirement.

Appendix Two: Framework for the Indiana Statewide Transfer General Education Core

Indiana Statewide Transfer General Education Core

Preamble

In 2012 the Indiana legislature enacted Senate Enrolled Act 182, thereby establishing the requirement for a Statewide Transfer General Education Core of at least 30 credit hours. The statute states that the Core must be based upon a set of competencies in areas agreed upon by the state educational institutions.

A Statewide Leadership Team was created to develop a framework for the Statewide Transfer General Education Core, and to provide oversight of the implementation process. The Statewide Leadership Team agreed upon six competencies, for which student learning outcomes would be developed. Faculty representatives from each institution met to agree upon the learning outcomes for each competency.

Each state educational institution is required to offer a general education program of at least 30 credit hours, which addresses these statewide competencies and the associated learning outcomes.

After May 15, 2013, a student who satisfactorily completes the requirements of the Statewide Transfer General Education Core in an Indiana state educational institution and then subsequently transfers to another Indiana state educational institution will not be required to complete the Statewide Transfer General Education Core requirements at the institution to which the student transfers. The established framework for the Statewide Transfer General Education Core includes two categories: “Foundational Intellectual Skills” and “Ways of Knowing.” Each category includes three competency areas.

The **Foundational Intellectual Skills** category includes:

- Written communication
- Speaking and Listening
- Quantitative Reasoning

The second category, **Ways of Knowing**, comprises learning outcomes in broad, disciplinary areas, and includes:

- Scientific Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Social and Behavioral Ways of Knowing

Learning outcomes that relate to historical ways of knowing appear in both the Humanistic and Artistic, and the Social and Behavioral Ways of Knowing.

The statewide student learning outcomes for each competency are set out below.¹

¹ The full text of the student learning outcomes is available for each competency on the website of the Indiana Commission for Higher Education. See *Statewide General Education Core*, <http://www.in.gov/che/>

Foundational Intellectual Skills

1. *Written Communication*²

Upon completion of the General Education Transfer Core, students will be able to:

- 1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
- 1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.
- 1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- 1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
- 1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- 1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- 1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

2. *Speaking and Listening*

Upon completion of the General Education Transfer Core, students will be able to:

- 2.1. Use appropriate organization or logical sequencing to deliver an oral message.
- 2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.
- 2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.
- 2.4. Advance an oral argument using logical reasoning.
- 2.5. Provide credible and relevant evidence to support an oral argument.

² The written communication learning outcomes are expressed with the understanding that attention to the rhetorical situation is inherent within each. In addition, the following competencies entail facility with information literacy, which is defined by the Association of American Colleges and Universities as "The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand" (<http://www.aacu.org/value/rubrics/InformationLiteracy.cfm>).

- 2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
- 2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

3. Quantitative Reasoning³

Upon completion of the General Education Transfer Core, students will be able to:

- 3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
- 3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.
- 3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.
- 3.5. Communicate which assumptions have been made in the solution process.
- 3.6. Analyze mathematical results in order to determine the reasonableness of the solution.
- 3.7. Cite the limitations of the process where applicable.
- 3.8. Clearly explain the representation, solution, and interpretation of the math problem.

³ A foundational experience in quantitative reasoning will provide a rigorous mathematical curriculum applied to real world problem solving. The outcomes should deepen, extend, or be distinct from high school Core 40 mathematics competencies.

Ways of Knowing

4. Scientific Ways of Knowing

Upon completion of the General Education Transfer Core, students will be able to:

- 4.1. Explain how scientific explanations are formulated, tested, and modified or validated.
- 4.2 Distinguish between scientific and non-scientific evidence and explanations.
- 4.3 Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
- 4.4 Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
- 4.5 Use current models and theories to describe, explain, or predict natural phenomena.
- 4.6 Locate reliable sources of scientific evidence to construct arguments related to real-world issues.

5 Social and Behavioral Ways of Knowing

Upon completion of the Statewide Transfer General Education Core, students will be able to:

- 5.1 Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
- 5.2 Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
- 5.3 Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
- 5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
- 5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
- 5.6 Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

6. Humanistic and Artistic Ways of Knowing

Upon completion of the Statewide Transfer General Education Core, students will be able to:

- 6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
- 6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- 6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts
- 6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.
- 6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
- 6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
- 6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

Guidance on the Implementation of the Statewide Transfer General Education Core

1. Each Indiana state educational institution will develop a general education program of at least 30 credit hours.
2. Each Indiana state educational institution will make public how its general education program goals and learning outcomes correspond to the Statewide Transfer General Education Core competencies and associated student learning outcomes.
3. Each Indiana state educational institution will describe to other institutions how it will assure student mastery of the outcomes in the Statewide Transfer General Education Core.
4. Students will be required to demonstrate that they have met the requirements of each competency by earning at least THREE credit hours in each of the six competencies, accounting for 18 credit hours.
5. Each state education institution may determine the distribution of the additional 12 credit hours in accordance with both the competencies of the Statewide Transfer General Education Core and the curricular policies governing general education at the institution.
6. In determining whether a student has completed the requirements of the Statewide Transfer General Education Core, each state educational institution will make this determination consistent with state law in relevant areas, such as applying credit for AP scores and approved dual credit courses.
7. Once a student has satisfactorily completed the requirements of the Statewide Transfer General Education Core at an Indiana state educational institution, the institution will validate and then document that completion on the student's official transcript. If that student subsequently transfers to another state educational institution, the receiving institution will accept that documentation as satisfying their own Statewide Transfer General Education Core requirements. Furthermore, the receiving institution will apply toward satisfying the transfer student's degree requirements at least 30 credit hours of transfer credit.
8. Successful completion of the Statewide Transfer General Education Core requirements is not a guarantee of admission to a particular state educational institution.

The Statewide Transfer General Education Core does not add to, subtract from, or change any requirements for a major. Students need to work closely with an advisor to determine what relationship, if any, exists between requirements for general education and requirements for a specific major. This is a most important issue and should be carefully noted.

IUB GEC Ballot Results

May 2012: Oral Communication Requirement

- 64 GEC faculty members were eligible to vote.
- 51 GEC faculty members participated in the voting.
- 41 of 51 (80.4%) supported the addition of an Oral Communication requirement to the IUB GenEd Program. Faculty members from 11 of the 11 schools represented on the GEC supported this proposal.
- 7 of 51 (13.7%) did not support the addition of an Oral Communication requirement to the IUB GenEd Program.
- 3 of 51 (5.9%) abstained.

February 2013: Speaking and Listening Requirement in the Common Ground

- 64 GEC faculty members were eligible to vote.
- 54 GEC faculty members participated in the voting.
- 43 of 54 (79.6%) supported the addition of a 3-credit hour Speaking and Listening requirement to the IUB GenEd Common Ground. Faculty members from 9 of the 11 schools represented on the GEC supported this proposal.
- 7 of 54 (13.0%) did not support the addition of a 3-credit hour Speaking and Listening requirement to the IUB GenEd Common Ground.
- 4 of 54 (7.4%) abstained.

February 2013: Speaking and Listening Requirement as a Foundations requirement in the Common Ground

- Of the 43 faculty members who supported the addition of a 3-credit hour Speaking and Listening requirement to the IUB GenEd Common Ground:
- 26 of 43 (60.5%) supported adding the requirement as a Foundations requirement. Faculty members from 6 of the 11 schools represented on the GEC supported this proposal.
- 11 of 43 (25.6%) did not support adding the requirement as a Foundations requirement.
- 6 of 43 (14%) abstained.

February 2013: 30 credit hour minimum for the Common Ground

- 45 of 54 (84.9%) supported requiring at least 30 credit hours to complete the IUB GenEd Common Ground. Faculty members from 11 of the 11 schools represented on the GEC supported this proposal.
- 4 of 54 (7.5%) did not support requiring at least 30 credit hours to complete the IUB GenEd Common Ground.
- 4 of 54 (7.5%) abstained.

February 2013: Minimum GPA of 2.000 for the Common Ground

- 47 of 54 (88.7%) supported requiring a minimum GPA of 2.000 in the IUB GenEd Common Ground. Faculty members from 11 of the 11 schools represented on the GEC supported this proposal.
- 5 of 54 (9.4%) did not support requiring a minimum GPA of 2.000 in the IUB GenEd Common Ground.
- 1 of 54 (1.9%) abstained.
- 1 of 54 (1.9%) skipped the question.

March 2013

- 64 GEC faculty members were eligible to vote.
- 59 GEC faculty members participated in the voting.
- 33 of 59 (55.9%), in response to the overwhelming support for adding a 3-credit hour Speaking and Listening requirement to the IUB GenEd Common Ground, supported adding the Speaking and Listening requirement a Foundations requirement. Faculty members from 8 of the 11 schools represented on the GEC supported this proposal.
- 19 of 59 (32.2%) preferred adding the Speaking and Listening requirement as a new category of requirement within the Common Ground, parallel to the Foundations, Breadth of Inquiry, and World Languages and Cultures requirements.
- 7 of 59 (7.4%) abstained.

Undergraduate Education and General Education at Indiana University Bloomington

Preamble

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

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

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

Indiana University Bloomington offers a rich environment for such an education. Offering some 350 different degrees in the arts, sciences, and professions, it is committed through its faculty and facilities to quality teaching, cutting-edge research, scholarship, arts, and creative activity. Its academic programs build on the dynamic interrelationship of the College of Arts and Sciences with its liberal arts tradition and an array of distinguished professional schools. Drawing on a deep legacy of international engagement, the campus features foreign-language, culture, and arts emphases ranging across the Americas, Europe, Asia, and Africa, and more than 80 study-abroad opportunities for undergraduates. It offers physical space for an abundance of cultural

resources, including world-class venues for music, drama, and the visual arts, and major research libraries and book and artifact collections. Additionally Indiana University Bloomington provides a residential living environment which supports the campus's academic mission and encourages engagement with the intellectual, cultural, and community richness of the world outside its gates, both near and far.

Indiana University Bloomington General Education Program

The Indiana University Bloomington General Education Program consists of two parts, each of which is viewed by the campus faculty as equally important in the overall undergraduate educational experience. This two-part structure recognizes that (i) some ~~goals experiences are better~~ should be completed ~~universally~~ by all undergraduates ~~and in a universal, Common Ground manner whenever possible, but if not so possible, in a School's Ground/Preserve option,~~ and (ii) other ~~components~~ goals are better defined within the context of each degree program. The faculty in each degree program ~~are is~~ responsible for developing the most appropriate ways of incorporating these two components into each degree program. The Common ~~Ground Goals~~ must be incorporated into every degree program. The Shared Goals are recommended for inclusion in every degree program.

1. The ~~Common Ground~~ Common Goals (Required; ~~up to 34~~ at least 30 credits with at least a 2.00 GPA)
 - ~~1-~~ a. The Common Ground
 - ~~a-~~i. Foundations
 - ~~i-~~1. Writing: English Composition- 3 credits
 - ~~ii-~~2. Mathematical Modeling – 3-4 credits
 - ~~b-~~ii. Breadth of Inquiry
 - ~~i-~~1. Arts and Humanities- 6 credits
 - ~~ii-~~2. Social and Historical studies- 6 credits
 - ~~iii-~~3. Natural and Mathematical Sciences- 5 credits including a laboratory component or 6 credits of two 3-credit courses
 - ~~c-~~iii. World Languages and Cultures
Second-year level of a world language (6 credits) OR World Culture courses (6 credits) OR International experience in an approved study abroad (6 credits).
 - b. The Schools' Grounds/Preserves
 - i. Foundations
 1. Oral Public Presentation- 3 credits
 - ii. Breadth of Inquiry (may be major/degree specific)
 1. Arts and Humanities- 0-6 credits in addition to Common Ground
 2. Social and Historical studies- 0-6 credits in addition to Common Ground
 3. Natural and Mathematical Sciences- 0-6 credits in addition to Common Ground

- iii. World Languages and Cultures – 0-6 credits in addition to Common Ground
2. Shared Goals (Recommended; to be structured by faculty in each degree program; might be completed by embedding these goals in current curricula, through coursework for credit, or non-credit bearing activities)
 - a. Intensive Writing
 - b. Information Fluency
 - c. Diversity in the United States
 - d. Enriching Educational Experiences (service learning, internship, capstone project, student teaching, independent research/creative activity program, an approved study abroad experience, honors thesis, show, recital, performance)

General Guidelines

1. ~~The General Education Program will be fully implemented in conjunction with the new admissions requirements by Fall, 2011.~~ (The General Education Program was implemented on Schedule in the Fall, 2011.)
2. All courses or experiences used to fulfill Common ~~Ground~~ **Goals** components of the General Education program must be approved by the General Education Committee.
3. Courses used to fulfill the Common Ground-Foundations ~~and the Schools' Grounds/Preserves – Foundations~~ components are limited to those courses or equivalencies approved for such use by the General Education Committee.
4. Courses and experiences used to fulfill Common Ground-Breadth of Inquiry and World Languages and Cultures components of the General Education program will be drawn primarily from the College of Arts and Sciences but may include courses and experiences proposed from other academic units on the Bloomington campus.
5. Courses or experiences designed for specific majors, ~~and with which have~~ extensive prerequisites, ~~and where or which have~~ no substitutions or equivalences ~~exist~~ across the campus, should not be considered appropriate for inclusion in the Common Ground. ~~Instead, such courses and experiences may be considered for inclusion in the Schools' Grounds/Preserves sections of the Common Goals and the Shared Goals.~~
6. An individual course may satisfy more than one Common Ground-Breadth of Inquiry of Common Ground-World Languages and Cultures requirement of the General Education program if that course is approved for the relevant requirements. See Guidelines for Common Ground-Foundations below for restrictions on using courses approved for Foundations credit for more than one requirement. Courses approved for general education credit may overlap

(double-count) with courses required by individual degree programs. (This item will be updated to reference the guidelines on double counting developed by the General Education Committee and interpreted by its co-chairs, with appropriate adaptation to the corresponding components within the Schools' Grounds/Preserves.)

6. Because dual-credit (e.g., ACP) courses, credit by examination courses (e.g., special credit and AP credit), and transferred courses are entered on Indiana University transcripts as their Indiana University course equivalences, such courses are automatically accepted for satisfying the requirements of this General Education program.
7. Degree program requests for exceptions to the General Education program should be submitted to the General Education Committee through the associate dean/director for undergraduate education of the requesting school/college.
8. Schools retain the authority to set admission standards for individual degree programs including prerequisites, grade minima, etc.
9. The Foundational Oral Presentation requirement presently rests in the Schools' Grounds/Preserves of the Common Goals, because the relevant courses presently are specialized to specific majors and degree programs and do not have accepted equivalences in other majors and degree programs. Consequently, a student who changed from one major or degree program to another might be compelled to take a second course that covers much of the same ground as a course already taken. Therefore, the courses do not currently satisfy the specifications in guideline 5 to be considered for the Common Ground. It is hoped that the General Education Committee and the Schools can work together to rectify this situation so that Foundational Oral Public Presentation requirement and its satisfying courses could be shifted into the Common Ground (which is where Foundational Requirements belong).
10. The purpose of the Breadth of Inquiry and World Languages and Cultures components of the Common Goals – Schools' Grounds/Preserves category is to enable students who have completed the Common Goals – Common Ground requirements in less than 30 credit hours to earn the remaining needed credits in upper level courses of a general education nature within their major/degree program.
11. Courses for use in the Common Goals – Schools' Grounds/Preserves categories of Breadth of Inquiry and World Languages and Cultures must be approved for that use by the General Education Committee, following the same criteria and procedures as for the corresponding categories in the Common Goals – Common Ground area.

Guidelines for Courses in Specific Areas

(The original content of this section will be replaced by the guidelines developed by the General Education Committee.)

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

~~The Common Ground~~

~~I. Foundations~~

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

~~These courses should a) have instruction in writing as a primary emphasis, b) include a full semester or equivalent of frequent and regular (i.e., weekly) writing assignments, c) emphasize critical thinking, development of ideas, clarity of expression, and organization in addition to correct grammar, spelling, and formal writing structure, d) emphasize multi-draft writing assignments, and e) involve rigorous evaluation of writing assignments. Courses approved for the Writing: English Composition requirement must have extensive and well-conceived systems for the preparation and ongoing supervision of teaching assistants. Courses approved for the Writing: English Composition requirement should be taught with section sizes consistent with the goal of promoting development of writing through directed rewriting following careful evaluation. Courses taken under these options, except for English W131, W143, and W170, may, if they are so designated, satisfy more than one General Education requirement.~~

~~The writing requirement may be fulfilled in any one of the following ways:~~

- ~~1. Successful completion of any of the following options: a. English W131 (Elementary Composition, 3 cr.) b. English W170 (Projects in Reading and Writing, 3 cr.) c. English L141 and L142 (Introduction to Writing and the Study of Literature, 4-4 cr.) d. African American and African Diaspora Studies A141 and A142 (Introduction to Writing and the Study of Black Literature, 4-4 cr.) e. Two semesters of English W143 (Interdisciplinary Study of Expository Writing, 1 cr.), combined with two introductory courses (3 cr.) from the following: Comparative Literature C145 (Major Characters in Literature), C146 (Major Themes in Literature). f. A combination of any two courses from (d) and (e) above.~~
- ~~2. Exemption without credit. Students scoring 670 or above on the SAT Critical Reading test, or 32 or above on the ACT English Composition section, or 4 to 5 on the Advanced Placement English Composition section, are exempt from English composition.~~
- ~~3. Exemption with credit. Some students have an opportunity to receive College of Arts and Sciences credit. A student will be granted 2 credit hours of English W143 (Interdisciplinary Study of Expository Writing) if the student has: a. a score of 670 or above on the SAT Critical Reading test, or 32 or above on the ACT~~

English Composition section, or 4 to 5 on the Advanced Placement English Composition section, PLUS b. a score of 660 or better on the SAT Writing Test, AND if the student applies to the Department of English in Ballantine Hall 442. Students should also see "Special Note" under Credit by Examination in the College of Arts and Sciences Bulletin.

B. Mathematical Modeling (0-4 credits)

To be approved for General Education credit, a course must be a mathematics course required for students majoring in the natural sciences or mathematics or a mathematics course for non-science majors that includes modeling of phenomena in the health sciences, social sciences, or environmental sciences. A course used to satisfy the Math Foundations requirement may not double-count toward the Breadth of Inquiry Natural and Mathematical Sciences requirement. The Mathematical Modeling requirement may be fulfilled in any one of the following ways:

1. Successful completion of any of the following options:

- a. MATH A118 (Finite Mathematics for the Social and Biological Sciences—3 cr.)
- b. MATH M118 (Finite Mathematics—3 cr.)
- c. MATH M119 (Brief Survey of Calculus I—3 cr.)
- d. MATH M211 (Calculus I—4 cr.)
- e. MATH M212 (Calculus II—4 cr.)
- f. MATH D116 and D117 (Introduction to Finite Mathematics, 2-2 credits)*
- g. COLL J113 (Introduction to Calculus with Applications—3 cr.)*

2. Exemption without credit. Students scoring 650 or above on the SAT Math Examination, or 29 or above on the ACT Math, are exempt from the Mathematical Modeling requirement.

3. Exemption with credit. Students may be exempted from the Mathematical Modeling requirement through CEEB Advanced Placements tests in Calculus or through departmental examinations. Students who pass a departmentally administered examination may be eligible for special credit. For information about applying for these credit hours, refer to Credit by Examination in the College of Arts and Sciences Bulletin.

* Only students with prior authorization may take this course.

Note: Students entering the University who have scored below 400 on the SAT Math section or below 20 on the ACT Math section are advised to enroll in MATH M014 before fulfilling the Mathematical Modeling requirement. Students with incomplete records may take a placement test administered by the Department of Mathematics.

II. Breadth of Inquiry

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

Courses in this area help students think about the complexity of human

experience, appreciate the range of human thought and emotion, learn about varieties of aesthetic expression, and grapple with moral issues.

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

Courses in this area analyze social institutions, the behavior of individuals in social contexts and historical settings, and changes in social conditions over time. Students are introduced to theories and methods for studying social experience and behavior.

C. Natural and Mathematical Sciences (2 courses, 5-6 credits)

Courses in this area provide an appreciation of the physical and biological environment, introduce students to systematic investigation of those environments, show the value of experimental methods for understanding natural laws, and explore the role and methods of the mathematical sciences. Students can complete this requirement through 5 credits including a laboratory component or 6 credits of two 3-credit courses.

III. World Languages and Cultures (6 credits)

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

Language Study (6 credits)

Students must successfully complete two world language courses (same language) at the second-year level or higher. Note also that all or part of this requirement may be fulfilled by performance on placement examinations.

Students whose scores on the language placement exam place them in or beyond the second semester of language study may be eligible for special credit in some languages (see Credit by Examination and Foreign Languages, Placement in the College of Arts and Sciences Bulletin).

Completion of high school foreign language courses will not be accepted as a basis for exemption. Students may fulfill the entire foreign language requirement by placing into the third-year level. International students may fulfill the foreign language requirement through demonstrated proficiency in their native languages. Course sequences that fulfill the World Language requirement may be offered in the languages listed below. Available options, at present, include: American Sign Language (Department of Speech and Hearing Sciences), Arabic, Bambara, Chinese-Mandarin, Croatian, Czech, Dutch, Estonian, Finnish, French, German, Greek (Classical or Modern), Hausa, Hebrew (Biblical or Modern), Hindi, Hungarian, Italian, Japanese, Korean, Lakota (Sioux), Latin-Classical, Mongolian, Norwegian, Persian, Polish, Portuguese, Romanian, Russian, Sanskrit, Serbian, Spanish, Swahili, Tibetan, Turkish, Twi, Urdu, Uzbek, Yiddish, and Zulu.

OR

World Culture Courses (6 credits)

Students must successfully complete two World Culture Courses from an approved list. World Cultures Courses seek to expand student knowledge of world affairs, cultures, societies, and values, explore knowledge traditions grounded in cultural paradigms, provide a framework for understanding and appreciating ideas and values of different cultures.

OR

International Experience (6 credits)

To fulfill the International Experience requirement a study abroad program must strive 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 exclusively on the present and may, indeed, be a historical subject. Courses or experiences should: cultivate student knowledge of the similarities and differences among international cultures; convey to students a knowledge of other nations' cultural values, traditions, beliefs, and customs; increase students' knowledge of the range of international cultural achievements and human conditions through time; increase students' knowledge of nations and cultures not in isolation, but in relation to one another.

Shared Goals: Components Recommended within the Context of Each Degree

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

A. Intensive Writing

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

B. Information Fluency

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

C. Diversity in the United States

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

D. Enriching Educational Experiences

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

The General Education Committee and Campus Charge

1. The Bloomington Faculty Council will establish a General Education Committee to facilitate the implementation and ongoing assessment of the General Education program.
2. The General Education Committee will have a voting membership consisting of the Associate Dean/Director for Undergraduate Education of each undergraduate School and the College together with other tenured/tenure-track faculty selected so that the voting membership as a whole has a. proportional representation based on the number of tenured/tenure-track faculty in the Bloomington Schools that offer baccalaureate degrees, and b. a majority consisting of tenured/tenure-track faculty who do not hold school-level administrative appointments, and which committee has two co-chairs, one of whom is appointed by the Provost and the other of whom is appointed by the Bloomington Faculty Council Nominations Committee. Each school will recommend its members to the Provost. The Provost will formally appoint the committee membership. To conduct its work, the General Education Committee may add ex-officio, including student, non-voting members, as needed.
3. In order for any proposal to be approved by the committee, whether concerning course recommendations or broader matters, the proposal must receive the support both (i) of a majority of the voting members and (ii) of at least some voting members from at least four of the College and Schools. Only a majority vote of the committee is necessary to disapprove any such proposal.
4. The General Education Committee is charged with:
 - a. final preparation of the General Education proposal to be submitted to the Bloomington Faculty Council during the 2006-2007 academic year, including:
 - i. Final definitions of curricular components including learning objectives for each component,
 - ii. Approved course lists (including, but not limited to: evaluation of historical enrollment, grading, and instruction data, sample syllabi, frequency of course offering, etc.), and
 - iii. Unit impact evaluations (to be prepared by each school/college).
 - b. reviewing proposals for general education courses in an ongoing capacity.

- c. developing assessment metrics for ongoing evaluation of the Common Ground and the Shared Goals.
 - d. conducting a baseline assessment of the campus's current experiences with the Common Ground and Shared Goals during the period 2007-2011.
 - e. reviewing unit reports on the implementation, ongoing experience, and effectiveness of the General Education Program within each degree program (Note: An initial collection of each report should be presented to the BFC by December 2008).
 - f. monitoring budgetary implications, with the Vice Provost for Budgetary Administration and Planning, of the implementation and ongoing experiences with the General Education Program.
 - g. delivering annual updates (in October for the previous year) and five-year reports to the BFC on the status of the General Education Program.
5. The President, the Provost, and the College and School Deans of Indiana University Bloomington shall take steps to insure that the budgetary adjustments necessary to implement this General Education Program do not adversely impact the research mission of any unit and shall undertake to diminish the budgetary incentives for, and prevent the occurrence of, academic encroachment between academic units. The President and Provost will make the necessary resources available to support the work of the General Education Committee and the implementation of the General Education Program.

Clinical Faculty Ranks
Bloomington Campus
Approved by Policy Council on January 27, 1999
Page 4 amended by Policy Council on March 27, 2013

(NOTE: Items I-IV are policies regarding clinical faculty ranks that have been passed by the University Faculty Council and which appear in the Academic Handbook of Indiana University. Item V includes policies regarding clinical faculty ranks that are specific to the School of Education).

I. Definition and use of clinical ranks. Limitations of numbers of clinical ranks appointees.

The prefix “clinical” is used for appointees with the rank of Lecturer through Professor who may be appointed as full-time salaried, part-time salaried, or volunteer members in positions where their primary duties are teaching students and residents/fellows and providing professional services in the clinical setting. The following policy applies to the full-time clinical rank faculty, and in the text below the term “clinical rank faculty” is meant to indicate full-time clinical rank faculty. The part-time and volunteer clinical rank faculty are covered by other provisions governing part-time academic appointments.

Clinical rank faculty may be involved in research which derives from their primary assignment in clinical teaching and professional service; however, continued appointment and advancement in rank must be based on performance in teaching and service.

The maximum number of full-time salaried clinical rank faculty in the health sciences schools shall be determined by vote of the tenured and tenure-probationary faculty of the School, provided that the tenured and tenure-probationary faculty shall constitute no less than 60% of the full-time faculty of the school. The maximum number of full-time salaried clinical rank faculty in other schools shall be determined by vote of the tenured and tenure-probationary faculty of each school, provided that such clinical appointees shall represent no more than 20% of the total full-time faculty of each school.

II. Rights and privileges

Clinical rank faculty are expected to follow and be protected by university policies, including those pertaining to faculty hiring and faculty annual reviews. The faculty salary policies of the university, campus, school, and department shall apply to clinical rank faculty. Clinical rank faculty are not eligible for university sabbatical leave, but schools may provide sabbatical-like leaves for their clinical rank faculty to provide opportunities for professional learning and collaboration with colleagues.

Participation in university and campus governance is governed by the Constitution of the faculty of Indiana University and the faculty constitutions on each campus. The role of clinical rank faculty in governance within the school shall be determined by vote of the tenured and tenure-probationary faculty of the school. The academic integrity of the school and its programs ultimately are the responsibility of tenured and tenure-probationary faculty. The rights of clinical rank faculty and the

regulations concerning their roles within each school shall be written and available to the school faculty. A copy of all rights and regulations shall be filed with the campus chief academic officer and with the campus faculty governance body. Clinical rank faculty are not eligible for academic administrative appointments at and above the department chair level.

III. Appointment and advancement

Initial appointment in the clinical ranks should be at the level of rank appropriate to the experience and accomplishments of the individual. The process for appointment to clinical rank probationary status or to clinical rank with a long-term contract shall go through the ordinary procedures for faculty appointments. Promotions in rank should go through the normal faculty procedures appropriate to the unit of the university, including peer review by the primary, unit, and campus promotion (and tenure) committees. The criteria for promotion in the areas of teaching and service shall be the same for tenured/tenure-probationary faculty and for clinical rank faculty. The clinical rank faculty shall not be evaluated in the area of research.

IV. Protection of academic freedom

Clinical appointees are not eligible for tenure; however, in order to protect their academic freedom, individuals appointed as full-time clinical rank faculty shall be given long-term contracts after a probationary period of not more than seven years. The exact mechanism for this shall be determined by the dean and the faculty governance body within each school using the clinical faculty rank and be approved by the chancellor, but the mechanism should be a long-term contract of not less than five years or be some equivalent, such as a rolling three year contract. The criteria for granting long-term contracts after a probationary period shall be the same as the criteria for granting tenure, except that clinical rank faculty shall earn the right to a long-term contract on the basis of their excellence in teaching and/or service only. Each school will establish procedures and specific criteria for review of individuals concerning the renewal of long-term contracts or their equivalent.

Clinical faculty appointees during the probationary period shall be subject to the same policies and procedures with respect to appointment, reappointment, non-reappointment, and dismissal as apply to tenure-probationary faculty during the probationary period. Dismissal of a clinical rank faculty member holding a longer term contract after the probationary period may occur because of closure or permanent down-sizing of the clinical program in which the faculty member teaches and serves; otherwise, dismissal of such clinical faculty shall occur only for reasons of professional incompetence, serious misconduct, or financial exigency. Non-reappointment of clinical faculty may occur for the foregoing reasons of may occur as well for reason of changing staffing needs of the clinical program. Non-reappointment decisions regarding clinical faculty holding a longer term contract after the probationary period must be made with faculty consultation through processes established by the school's faculty governance institutions. The jurisdiction of campus faculty grievance institutions include cases of dismissal and non-reappointment of clinical faculty.

V. School of Education policies regarding clinical faculty ranks

Policies of the School of Education and the University make it clear that it is the tenured and tenure-probationary faculty in whom the University vests the ultimate responsibility for the integrity of its academic programs. To ensure that these responsibilities remain intact, tenured and tenure-probationary faculty shall constitute at least 80% of the faculty in the School of Education and in any department in the School. Furthermore, tenured and tenure-probationary faculty shall represent a majority of voting faculty in every departmental program area in the School. (When program areas are not well defined in the School, tenured and tenure-probationary faculty in the relevant department shall have the responsibility for defining program areas and determining program area faculty membership.)

The appointment (to probationary status or with long-term contract) of clinical rank faculty shall follow the same procedures as appointment of tenured and tenure-probationary faculty in the School of Education. As with tenured and tenure-probationary faculty, the initial appointment in the clinical ranks shall be at the level of rank appropriate to the experience and accomplishments of the individual. For example, an individual may be hired as a Clinical Professor and immediately be granted a long-term contract with no probationary period. Individuals who are hired as beginning Clinical Assistant Professors shall receive an appointment that is comparable to tenure-probationary faculty (i.e., a one-year renewable contract), go through a probationary period of not more than seven years, and be subject to the same reviews as tenure-probationary faculty (e.g., annual reviews and third-year review).

Procedures for merit review and promotion in rank shall be the same for clinical rank faculty as for tenured and tenure-probationary faculty. Criteria for merit review and promotion in the areas of teaching and service shall be the same as those for tenured and tenure-probationary faculty. The criteria and procedures for granting long-term contracts after a probationary period shall be the same as those for granting tenure, except that clinical rank faculty shall earn the right to a long-term contract shall require either excellent performance in one of these two areas and satisfactory performance in the other or a balanced case consisting of distinction in both areas. The precise provisions of the long-term contract granted shall be mutually agreed upon by the clinical faculty member and the dean of the school.

Procedures for dismissal shall be the same for clinical rank faculty as for tenured and tenure-probationary faculty. Procedures and criteria for non-renewal of probationary clinical faculty shall be the same as for tenure-probationary faculty. Dismissal of a clinical rank faculty member holding a long-term contract may occur because of closure or permanent down-sizing of the clinical program in which the faculty member teaches and serves; otherwise, dismissal of such clinical faculty shall occur only for reasons of professional incompetence, serious misconduct, or financial exigency. Non-renewal of the long-term contracts of clinical faculty may occur for the foregoing reasons or may occur as well for reason of changing staffing needs of the clinical program.

Procedures for the renewal or extensions of clinical faculty members' long-term contracts shall include: (a) submission to the department chair of a portfolio consisting of a complete curriculum vitae, a summary of teaching evaluations, and other material deemed relevant by the chair and the clinical faculty member on or before January 15 of the year in which the

renewal or extension decision is to be made, that is, annually in the case of a rolling contract or in the second to the last year of a fixed-term contract; (b) a recommendation of the department, usually determined through the department merit review process, conveyed with the portfolio to the dean of the School by February 15; (c) a final decision by the dean of the School in consultation with the Promotion, Tenure, and Contracts Committee transmitted in writing to the clinical faculty member by March 15. This decision may be appealed through the procedures available in the University to tenured and tenure-probationary faculty.

Non-tenure-track faculty are not eligible to be department and program chairpersons, associate deans, and dean. They cannot vote in promotion and tenure decisions, including third year reviews, for tenure-track faculty. Non-tenure-track faculty (excluding visiting faculty) are eligible to participate and vote on faculty affairs committees, search committees, annual review committees, and non-tenure-track promotions as long as the constitution of the committee is no more than 40% non-tenure-track faculty as specified by Bloomington Faculty Council policy. Clinical rank faculty may serve on student advisory and research committees as long as the requirements of the Graduate School and the School of Education as to committee membership on the graduate faculty are satisfied.

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