

# Indiana University Bloomington General Education

BL-ACA-H9

## About This Policy

### Effective Dates:

09-16-2008

### Last Updated:

04-12-2022

### Responsible University Office:

Office of the Vice Provost for Undergraduate Education

## Scope

General Education Program on the Bloomington campus.

## Policy Statement

The Indiana University Bloomington General Education Program consists of two parts – **Common Ground** and Shared Goals. The two-part structure recognizes that some critical learning outcomes are best fulfilled by all undergraduates through completion of specific courses, whereas other important educational components are better defined and experienced within the context of each degree program. Thus, each student has responsibility for fulfilling the course requirements of the Common Ground, whereas the faculty is responsible for developing integrated approaches that incorporate the Shared Goals into each degree program.

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

All undergraduates must fulfill these requirements by completing coursework that is approved by the General Education Committee (GEC) as supporting defined learning goals within three specific areas: Foundations, Breadth of Inquiry, and World Languages and Cultures.

#### a. Foundations

i. Writing: English Composition: 3 credits

ii. Mathematical Modeling: 3 or 4 credits

#### b. Breadth of Inquiry

i. Arts and Humanities: 6 credits

ii. Social and Historical studies: 6 credits

iii. Natural and Mathematical Sciences: 5 or 6 credit hours; *either* two courses *or* a single 5-credit course that includes a substantial lab component with at least one course from the Natural Sciences

c. World Languages and Cultures: 6 credits; *either* second-year, second semester level of a world language *or* World Culture courses *or* International experience in an approved study abroad

### II. Shared Goals

These components are to be structured by faculty within each degree program and may be embedded within curricula and/or as co-curricular activities. Two of the components within the Shared Goals – Diversity in the United States (DUS) and Sustainability Literacy– are required, whereas the other three – Intensive Writing, Information Literacy, and Enriching Educational Experiences – are recommended. All Schools and the College must report to the GEC annually how each of their undergraduate degree programs supports and assesses the DUS and Sustainability Literacy learning goals within their curricula and/or co-curricular activities, and also whether and how they address each of the three recommended Shared Goals (Intensive Writing, Information Literacy, and Enriching Educational Experiences). Dedicated subcommittees of the GEC should be appointed to review DUS and Sustainability Literacy learning outcomes and share their findings annually with DAAC and

EPC to recommend and foster best practices for fulfillment of these learning outcomes via courses or co-curricular components.

1. Diversity in the United States (Required component)
2. Sustainability Literacy (Required component)
3. Intensive Writing (Recommended component)
4. Information Literacy (Recommended component)
5. Enriching Educational Experiences (Recommended component); this category includes service learning, internship, capstone project, student teaching, independent research/creative activity program, an approved study abroad experience, honors thesis, show, recital, performance, community service and advocacy, etc.

## History

Approved: BFC 09/16/08; 04/16/2019; 04/12/2022

Previous versions:

[09/16/2009 - 04/16/2019](#)

[04/16/2019 - 04/12/2022](#)

## Related Information

[IU Bloomington General Education Requirements](#)