

Proposed changes to the "Shared Goals" portion of policy BL-ACA-H9 (Indiana University Bloomington General Education), to clarify the responsibilities of each school with respect to each Shared Goal

Proposed deletions are in **red**, and proposed additions are in **blue**.

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.~~

- a. Diversity in the United States (**Required component**)
- b. Sustainability Literacy (**Required component**)
- c. Intensive Writing (**Recommended component**)
- d. Information Literacy (**Recommended component**)
- e. 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.

Each degree program must include requirements that enable students to meet Diversity in the United States learning goals, and each degree program must be designed in such a way that students are provided opportunities to meet learning goals for Sustainability Literacy, Intensive Writing, and Information Literacy, as well as provided opportunities to engage in Enriching Educational Experiences.

Here is alternative language for the above paragraph, if the intention is instead that each degree program must include Sustainability Literacy requirements as opposed to merely offer Sustainability Literacy learning opportunities:

Each degree program must include requirements that enable students to meet Diversity in the United States and Sustainability Literacy learning goals, and each degree program must be designed in such a way that students are provided opportunities to meet learning goals for Intensive Writing and Information Literacy, as well as provided opportunities to engage in Enriching Educational Experiences.

Note: The proposed changes above don't say anything about reporting and assessment responsibilities for Shared Goals, just as the existing policy doesn't say anything about such responsibilities for the Common Ground. Such responsibilities could be added to this policy, or they could instead be specified in a separate, new policy that perhaps focuses on assessment of student learning, both for the Common Ground and Shared Goals.