

Indiana University Bloomington

General Education Redesign Recommendation

Indiana University Bloomington is proposing an updated General Education (GenEd) curriculum designed to simplify requirements, strengthen foundational learning, and better support student success, while preserving the intellectual breadth that defines an IU education. The following recommendations are being shared with the IUB community for initial feedback. These recommendations take into consideration the BFC Task Force Report on General Education and the BFC Long Range Planning Committee report.

The redesigned framework aligns with our [charge](#) and seeks to:

- clarify and improve transparency of General Education requirements;
- apply uniformly to all students – all schools/colleges for all majors;
- accommodates Indiana Commission for Higher Education requirements on transferability; and
- make, to the extent possible, GenEd consistent with general education at other IU campuses to help students transition between campuses.

Overview of the Proposed General Education Framework

The proposed curriculum establishes a 29–30 credit hour GenEd that all undergraduate students will complete. It uses a distributive model, meaning students take courses across multiple areas of knowledge, ensuring broad exposure to diverse disciplines while allowing flexibility within degree programs.

Proposed GenEd:

- English Composition (3 credits)
- Arts and Humanities (6 credits)
- Social and Historical Studies (6 credits)
- Natural and Mathematical Sciences (5–6 credits)
- Mathematical Reasoning (3 credits)
- Global Communications (6 credits)

Transparency of Requirements

Previous requirements varied widely in credit hours and are now clearly defined, making it easier for students to plan their academic pathways and graduate on time. This clarity in credits will also increase understanding of the IUB General Education curriculum throughout the campus community (e.g. faculty, advisors, registrars, etc.).

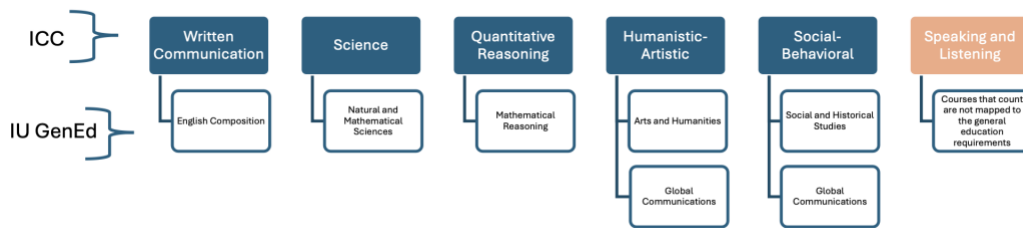
Alignment with Indiana Commission for Higher Education (ICHE)

The [Indiana Commission for Higher Education \(ICHE\)](#) facilitates the transfer of the [Indiana](#)

[College Core \(ICC\)](#), a 30-credit hour block of general education coursework that is guaranteed to transfer between all Indiana public colleges and universities. The core requires 18 credits across six competencies and learning outcomes—written communication, speaking/listening, quantitative reasoning, scientific, social/behavioral, and humanistic/artistic—plus 12 additional credits.

No changes to the alignment of the ICC with general education were recommended. Five of the six competencies and learning outcomes remain aligned with the GenEd. Speaking and listening will remain situated outside the general education requirements, and disciplines will continue to manage the speaking/listening competencies and learning outcomes within their individual disciplines.

Alignment of Indiana’s College Core (ICC) and Indiana University Bloomington’s Undergraduate GenEd



Description: Alignment of ICC competencies to the IU GenEd areas. Each ICC competency area represents 3-credits. Alignment indicates that students can find a course in the corresponding GenEd category that would fulfill the ICC requirement.

Key Changes of the Common Core

Removal of the Shared Goals

The shared goals will no longer be part of GenEd. This shift aligns with the key recommendations from the [BFC Task Force Report on General Education](#) and the [BFC Long Range Planning Committee report](#).

Updated Mathematical Modeling

Mathematical Modeling has been reframed as Mathematical Reasoning (MR). The descriptions of the learning outcomes and course characteristics have been updated using less technical language so that they are more easily understood. Two precalculus courses (M125, M127) will be certified as Mathematical Reasoning courses. All current Mathematical Modeling courses will also be certified as Mathematical Reasoning courses.

Reimagined World Languages and Cultures

The World Languages and Cultures (WLC) has been reimagined as Global Communication (GC). Global Communication retains what is best in the existing requirement and emphasizes knowledge of and about global languages and linguistic communities as a core global

competency. In contrast to the existing requirement of zero to 14 credits, the revised requirement is the completion of two courses, for a total of at least six credits, and has removed the world cultures courses.

The reimagined requirement refocuses the requirement to meet current and growing demands for global communication skills in the marketplace, while offering students flexibility. It also emphasizes the value of language study in the development of critical competencies (e.g. resiliency, career readiness, critical thinking, memory).

Students would be able to complete the six credits through one or a mix of the following:

1. Language/linguistic focus: The requirement is focused on the value of competency in non-English communication. Students would be able to complete the requirement through study of one or more languages at the 100 level (or higher), as compared to the current requirement of language study being completed through the second semester of the second-year level of college-level course work.
2. Courses outside of language departments: The GC requirement would not be comprised of only language courses. Courses that meet the updated GC learning outcomes, which will focus on knowledge of and about global languages and linguistic communities, would count. (The final development of the learning outcomes happens in the next phase of GenEd revision.)
3. Study abroad: Study abroad courses and experiences would continue to count under the requirement, as long as they meet the updated GC learning outcomes. The committee is seeking further feedback on the inclusion of study abroad programs.

What Comes Next

During Spring 2026, the committee will focus on recommendations for general education course review and approval, review of the learning outcomes associated with GenEd, faculty guidance for a phased implementation plan for the updated GenEd, and exploring ways to further distinguish the IU Bloomington undergraduate experience (e.g. experiential learning and first-year seminar).