

IUPUI and IUPUC GENERAL EDUCATION IMPLEMENTATION GUIDELINES

This document describes campus-wide policies intended to guide the successful implementation of the 30-credit IUPUI General Education Core, which is framed by the IUPUI Principles of Undergraduate Learning and shared across all academic programs conferring associate and baccalaureate degrees. This document is intended to complement the state-wide policy associated with the Indiana Statewide Transferable General Education Core that is posted on the Indiana Commission for Higher Education website ([IN STGEC Implementation Guidelines](#)). While baccalaureate (school-level) and program (or major) requirements are governed by schools, the IUPUI General Education Core demands consistent policies and procedures across all academic units to facilitate the advising of new students and to minimize the negative impact of students changing majors across schools. Schools do not have the ability to modify the 30-credit core or determine that courses within it may not be taken on the basis of their not being sufficiently rigorous. Given that courses have been approved to the IUPUI General Education Core based on the alignment of learning outcomes with the Indiana Statewide Transferable General Education Core (IN STGEC), it is not appropriate for degree programs to deem certain courses to be unacceptable. On the other hand, a degree program could indicate that particular courses are required or strongly recommended (particularly in the domains of math and science) because the learning outcomes for those courses are foundational prerequisites to success in later coursework within the program or major. Degree programs should not be overly prescriptive, as this could jeopardize students' successful degree completion, particularly when students change majors across schools. Such rigidity also could undermine students' ability to develop the competency of intellectual breadth (PUL 4).

Terminology:

1. It is recommended that terminology consistent with the [Framework for the IUPUI General Education Core](#) document endorsed by the IUPUI Faculty Council in April, 2012, be used on degree planning sheets created within schools. For example, degree requirements for baccalaureate degree programs should be considered to include 30 hours in the IUPUI Transferable *General Education Core* competency domains, additional *Baccalaureate Degree Requirements* (specific to a particular school), and, typically, *Program (or Major) Requirements*).

Issues Pertaining to the Listing and Distribution of Courses:

1. Once a course has been reviewed by a faculty panel and assigned to a particular competency domain, courses cannot be moved to different lists unless the course is fundamentally redesigned and a faculty panel determines that the revised course aligns sufficiently closely with the IN STGEC learning outcomes associated with the new competency domain. Such changes in listings should occur extremely rarely, if at all, given the challenges it will pose for academic advising and degree auditing.
2. Academic units will be invited to submit course proposals to the IUPUI General Education Core once annually, on or before November 30th. Course proposals will be reviewed by the Faculty General Education Task Force to ensure their alignment with the IN STGEC learning outcomes. If new courses are approved, they will be added to the list of approved courses and will be retroactively applied as fulfilling general education competencies even for students who took those courses prior to the review and approval process. This policy benefits the greatest number of students, and it seems unlikely that courses would change all that substantively between the 'pre-approval' period and the 'post-approval' period. It would also be much simpler to allow for these courses to be directed to satisfy the General Education Core in the Academic Advisement Report (AAR).¹

¹ Since the AARs will have effective dates for the courses, prior courses would require that the academic unit advisor or recorder "direct" the old course to satisfy one of the current General Education competency domains. AARs cannot be CODED to accept new and old courses but the advisor will have the ability to direct them appropriately based on the policy.

3. Courses can be listed on only one course list corresponding to a particular competency domain. While it is recognized that interdisciplinary courses are excellent means of supporting integrative learning, it is not currently possible to code a particular course as counting toward 'list A or list B', and such flexibility can pose advising challenges. At IUPUI, [Themed Learning Communities](#) provide a mechanism for promoting integrated learning through linked assignments across general education courses. It would be ideal if additional opportunities for interdisciplinary experiences are embedded within majors.
4. The way that a course is categorized for the IUPUI General Education Core should align with the way that same course is categorized within a school if it can be applied toward both IUPUI General Education Core and Baccalaureate requirements. For example, if course X is categorized as Cultural Understanding within the IUPUI General Education Core, it should not be categorized as Arts & Humanities on a school-specific list of requirements.
5. 'Equivalent class lists' should continue to be used indefinitely, as equivalencies with courses offered at other institutions – particularly those included in the Core Transfer Library - have been based on review of course content and alignment of learning outcomes. As the IUPUI General Education core now includes additional courses from some professional schools (e.g., Herron School of Art & Design), equivalent class lists may be expanded in the future to reflect these changes. It is important to broadly communicate equivalent courses listed in the Core to alleviate confusion among academic advising staff and admissions counselors that work with transfer students.
6. Faculty should develop 'overlapping course' lists based on the IUPUI General Education Core, reflecting sets of courses for which there is at least 80% overlap in content, or sets of courses for which content in a lower-level (and possible remedial) level is subsumed by content in a higher-level course. Students will not be permitted to count both courses toward General Education requirements, and information about overlapping courses must be coded into SIS so that advisors are able to access it. Students required to take both courses in a remedial sequence (e.g., CHEM-C 101 and CHEM-C 105) must be aware that only the second course in the sequence will count toward General Education.
7. All schools must embed IUPUI General Education Core requirements into degree planning sheets and degree maps beginning in Fall, 2013.
8. In certain schools (e.g., Engineering and Technology) it is essential that a single course count both toward the IUPUI General Education Core and toward program-specific (i.e., major) requirements. In the Schools of Science and Liberal Arts, such 'double-counting' of courses could jeopardize students' development of 'intellectual breadth' (e.g., for a Sociology major, SOC-R 100 – Introduction to Sociology – should not count as a Social Science for the IUPUI General Education Core). It may be useful to impose a campus-wide limit of the number of courses within a degree program that can double-count toward the IUPUI General Education Core – we currently recommend 3 courses (9 credit hours) within a particular major as a reasonable cap. However, it should be left up to degree programs to determine how best to ensure that PUL 4 (Intellectual Depth, Breadth, and Adaptiveness) is attained. We also recommend that this policy limitation be waived in cases for which the student is pursuing a double-major, minor, or certificate. It is important to note that while a course could occasionally be applied to both general education and program requirements, a single 3-credit course cannot count as 6 credits on the transcript. Rather the student should be expected to enroll in an additional 3 credits of program or elective credit in order to reach the total number of credits required for graduation (typically 60 credits for an associate degree and 120 credits for a baccalaureate degree).

General Implications for Dual Credit, AP Credit and Transfer Credit:

1. In Fall, 2013, the IUPUI General Education Core applies *only* to beginning students. AP Credit and Dual Credit will be counted toward the IUPUI General Education Core. Incoming transfer students should continue to follow the requirements of the current (2012-2014) Bulletin and do not need to complete the new 30 hour core – unless the academic advisor recommends that moving to the new requirements is in the best interest of the student (many schools stipulate that students have the prerogative to move to a more recent Bulletin/set of requirements). Beginning in Fall, 2014, the IUPUI General Education Core will apply to all students (including transfer students that fail to complete the 30-hour core at their prior institution), except in certain cases described below.
2. In Fall, 2013, some transfer students will have entered Ivy Tech under the premises of our current 2+2 agreements. It seems unfair to say that they will need to meet the new requirements as of Fall 2014. Unfortunately, our agreements don't have language on how long a student has to finish the two year degree in order to enter IUPUI under the terms of the agreement. In the absence of a policy or practice we suggest that the student should have 4 years to complete the courses specified in the agreement in place at the time the student entered the 2 year institution. In 2018, all entering transfer students from Ivy Tech will be expected to have completed either the Ivy Tech General Education Core prior to admission to IUPUI, or the IUPUI General Education Core if the Ivy Tech Core is not complete. Students who enter Ivy Tech prior to Fall 2013 are grandfathered into the old 2+2 through 2018, but students entering at any campus fall 2013 and beyond are held to new requirements. In general, we recommend that students who entered Ivy Tech under the older articulations be allowed to follow that older plan of study or the new one, whichever is in the student's best interest.
3. In the case of some 2+2 agreements, particular courses no longer are offered at IUPUI. It is recommended that we create crosswalks between the 'old' articulation agreement courses and the new IUPUI General Education Core courses to help students navigate their degree programs. We further recommend that students who entered Ivy Tech under the older articulations be allowed to follow that older plan of study or the new one, whichever is in the student's best interest.
4. Students transferring internally from an Indiana University campus to IUPUI (or from a Purdue campus into at Purdue school at IUPUI) should be permitted to complete the general education requirements begun at their prior institution in order to facilitate ease of transfer and to accelerate progress toward degree completion.
5. Schools should submit a 'request for exception' to the Chief Academic Officer in relation to any existing 2 + 2 agreements with international partners that cannot accommodate the IUPUI General Education core. The exception request should specify the timeframe for which the current degree requirements should continue to be used – up to a maximum of 5 years. As agreements are renewed – and as new agreements are developed – the IUPUI general education core requirements should be incorporated into degree plans. Beginning in Fall, 2018, all international students transferring to IUPUI are expected to have completed the IUPUI general education core requirements.
6. Students enrolled in the *Engineering Dual Degree Program* (EDDP) through Butler University or Marian University take general education coursework that is highly interdisciplinary and currently articulate as COAS-UN courses when the courses transfer to IUPUI. Sets of general education courses taken by students at Butler University and Marian University must be reviewed by the Faculty General Education Task Force and approved as aligning sufficiently well with IN Statewide Transferable General Education Core competencies to be considered equivalent to the IUPUI core.

7. For transfer students that do NOT complete the IUPUI General Education Core at their prior institution – and for high school students that have earned dual credit, courses will transfer into the IUPUI General Education Core using course-to-course articulation (as is current practice).
8. Undistributed Advanced Placement (AP) credit should NEVER be applied toward the IUPUI General Education Core. When possible, AP scores should be articulated to specific courses offered at IUPUI.
9. If an upper-level course transfers into a degree program that depends on a prerequisite that is included in the IUPUI General Education Core, students should not be granted credit for the prerequisite unless that prerequisite also appears on the student's transcript. For example, if a student transfers credit for PSY-B 380 (Abnormal Psychology) without having taken Introductory Psychology (PSY-B 110), they should not be granted credit for PSY-B 110 as it is possible that a student mastered depth of content related to a more specialized course without mastering the breadth of content that characterizes a foundational course.
10. As stipulated in the [IN STGEC Implementation Guidelines](#), if a transfer student earned a D in a course that counted toward the prior institution's General Education Core, the course must be retaken at IUPUI only if the course is required for the student's degree program or if it serves as a fundamental prerequisite to the degree program.

Special Procedures for the Review of 100-level and 200-level Undistributed Transfer Credit

Currently undistributed transfer credit (i.e., transfer credit for which there is no existing course-to-course articulation available) is processed by the academic program from which the student plans to graduate. This practice provides academic programs with considerable autonomy in terms of the handling of undistributed credit. However there are at least two drawbacks to this approach. First, transfer students in University College may experience delays in knowing how such coursework will count because University College advisors refer students to their intended degree programs to make such determinations (some of these students may ultimately enter a different degree program). Second, student support staff (typically, lead advisors) apply undistributed credit to degree plans by processing exceptions. Decisions that support these exceptions are made independently within schools, either based on review of course descriptions or by sending information about the course to the program or department at IUPUI that is closest to that offering the course at the prior institution. The outcomes of these decisions are typically not shared across schools or with the Division of Enrollment Services, and may not be upheld by other schools if the student changes his or her major.

To address these concerns, it is recommended that a new process for creating **Course-to-General Education Competency** equivalencies be developed and piloted in 2014. The process for determining course-to-competency equivalencies will be developed by the Faculty General Education Task force and implemented through the Office of Admissions. We strongly believe that course-to-competency equivalencies are generally in the best interest of the student in that they are inherently more flexible, they align well with national conversations regarding the advantages of competency-based curricula, and they should enhance on-time degree completion. Admissions staff will be trained to make equivalency decisions for undistributed transfer credit at the 100- and 200-levels that align with IUPUI general education competency domains. When equivalency is unclear or ambiguous, Admissions staff will direct the student to gather information about the course (syllabus, textbook used) and provide it to the department at IUPUI that would have offered the course in question (brief informational videos have been developed by the Office of Transfer Student Services to support students during this process, see <http://transfer.iupui.edu>). It is particularly important that departments share the outcome of these decisions with Office of Admissions staff so that the same course is not reviewed repeatedly.

Chief benefits of creating this new business process include, a) more timely feedback on how undistributed transfer credit might apply to general education requirements, b) decisions of equivalency being stored in a central repository to ensure consistency of decisions across units with respect to the IUPUI general education core, c) equivalency determinations will be preserved as the student navigates across degree programs, and d) degree programs would still retain flexibility to count the credit toward a degree program requirement – as long as the course does not ‘count twice’ (i.e., a 3 credit course cannot ‘count’ as 6 credits on a transcript).

The following additional points were articulated in discussions of this new procedure:

- Records of course-to-competency equivalency should be maintained by Enrollment Services, and ideally should be accessible to potential transfer students prior to their admission to IUPUI.
- According to the Registrar, the undistributed course will be counted toward the general education competency and it will also be available in the “unused courses” portion of the Academic Advisement Report where it should generally not be used again. On the transcript, such courses would articulate to a general education competency designation (e.g., *Cultural Understanding Competency*). This enables degree programs to retain sufficient flexibility (through exceptions) to count a course considered equivalent to a general education competency domain as fulfilling a specific degree requirement – which should be encouraged in cases where the student doesn’t actually need more general education credit aligned with a particular competency domain.
- Advisors and directors of student services should be very aware that a single 3 credit undistributed course cannot count toward 6 credits on the transcript. The undistributed transfer credit may be applied either to general education requirements or to program requirements, but not both.
- Admissions staff should keep careful records of when and how such equivalency decisions are made, and an annual report should be provided to the General Education Faculty Task Force (or to whatever standing committee it evolves to be) so that faculty can review a summary of how such equivalency decisions were made by Admissions staff during the prior academic year.
- Course-to-competency equivalencies should ultimately drive the creation of additional course-to-course articulation agreements so that processing of transfer credit can be further automated and eventually shared with prospective transfer students to help support their decision to apply to IUPUI.
- If a specific general education course is required in a particular degree program, a course-to-competency equivalence determination should not be sufficient – the student must take the specific course that is required.

Returning Students

1. Currently many school bulletin policies state that students who stop out for more than two or three years move to current program requirements, but could be moved to their old requirements upon special permission of the program director. We recommend that returning students should generally be provided with the option to complete the degree requirements that were in place at the time they left IUPUI, provided that the prior plan code has not been retired or key courses have not been changed or eliminated from the catalog.

Alignment Between IUPUC and IUPUI

1. Course lists on both campuses should be identical (or as similar as possible) to facilitate transfer between IUPUI and IUPUC. Specific courses should be categorized within the same competency domain at both institutions. When a student transfers to IUPUI after taking a course at IUPUC that is not offered at IUPUI (e.g., PSY-B 104), the course should count toward the same competency domain as at the original campus (i.e., PSY-B 104 should transfer to IUPUI as 3 social science credits).

2. Students who started at IUPUC prior to Fall 2013 should continue to follow current degree requirements for the next 4 years (in the same manner that we honor the 2+2 articulation agreements in place for current Ivy Tech students, as described above).
3. If a course is listed on the IUPUI General Education Core list, it should automatically be listed on the IUPUC list, as long as IUPUC has received approval to offer the course.
4. IUPUI and IUPUC students should be able to take either an IUPUI or an IUPUC course to complete the General Education Core. It is important to note that if a specific course is required for a major, it is recommended that the course be taken at the campus from which the degree is granted (e.g., PSY-B110 should be taken at IUPUI if a student plans to graduate with a degree in psychology from IUPUI).

World Language Courses

1. All world language courses at the first and second levels should count toward competency in Cultural Understanding.
2. The Cultural Understanding requirement may be fulfilled based on AP examination scores (see below), but should not be waived based on placement test scores only. WLAC will award special credit for lower-level world language courses only after a student earns at least a C grade in the more advanced course that he or she places into (see <http://www.iupui.edu/~bulletin/iupui/2012-2014/undergraduate/special-opp/waivers-credit.shtml>).

WLAC AP Credit Equivalencies:

French, German, Spanish AP Score of 3 = 131&132 (8 credits)
French, German, Spanish AP Score of 4= 131&132&203 (11 cr)
French, German, Spanish AP score of 5= 131&132&203&204 (14cr)

3. Undistributed world language credit should not count towards the IUPUI General Education Core.
4. If a school requires a world language as a baccalaureate (i.e., school level) requirement and a student has received AP or special credit in a world language, the school could determine that the AP or special credit satisfies the baccalaureate requirement. However, the student would still need to complete 3 credits aligned with the Cultural Understanding competency domain from the IUPUI General Education Core.

Courses in Mathematics

1. Students should *never* be granted exceptions to a college math requirement based only on placement test scores. Students who wish to gain credit for a course in mathematics without taking the course must take the departmental examination offered by the Mathematical Sciences department for this purpose – see <http://math.iupui.edu/undergraduate/resources/proficiency-credit>. In addition to credit-by-exam, the department offers credit-by-credential opportunities.