



College of Arts and Sciences

Proposed changes to the undergraduate curriculum

Today's plan

1. Background information
2. Proposed changes
3. Frequently asked questions
4. Questions and discussion



Ground rules

- If you would like to ask a question or make a comment, please use the “raise hand” feature
 - We will grant speaking privileges to one speaker at a time; if you cannot speak, we will ask you to type your question/comment in the chat area
 - Phone-only users can dial *9 to raise hand

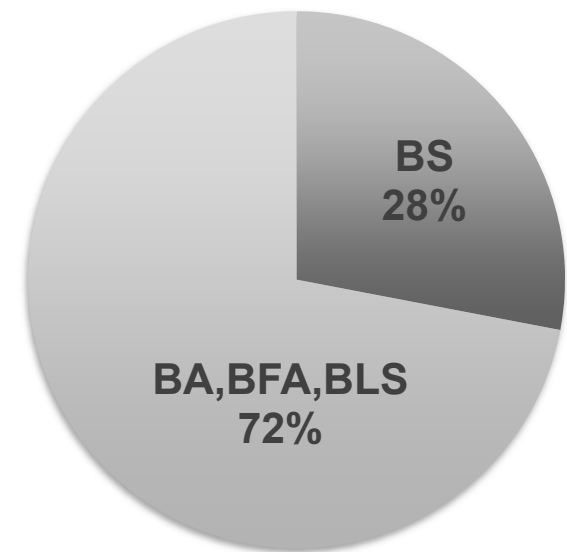


Background

College degree programs and requirements

- Undergraduate degree types in the College (including the schools)
 - Bachelor of Arts (BA)
 - Bachelor of Fine Arts (BFA)
 - Bachelor of Liberal Studies (BLS)
 - Bachelor of Science (BS)
- All College undergraduate students must fulfill:
 - Campus General Education (GenEd) requirements
 - College of Arts and Sciences Education (CASE) requirements
 - BS degree programs are sometimes exempted from some CASE requirements
 - Major requirements

Degrees Awarded



Authority

- The faculty of the campus has legislative authority regarding policy and allocation of authority for academic matters affecting more than one school on the campus including campus curriculum and General Education. ([BFC Constitution 2.1.A.1.c](#))
- School faculties (including the faculty of the College of Arts and Sciences) have legislative and consultative authority pertaining to the school regarding school curriculum. ([BFC Constitution 2.1.B.6](#))
- College implements changes to the broader curriculum through a faculty vote
 - Previous only tenure-track faculty
 - Expanded this year in consultation with the College Policy Committee



CASE Diversity in the United States

- CASE Diversity in the United States introduced as a requirement in Summer 2011
 - Coincides with the start of campus General Education
- All BA, BFA, and BLS degree programs require CASE DUS
- 3 of 28 B.S. degree programs require CASE DUS



2016 CASE Culture Studies

- CASE DUS and CASE Global Civilizations and Culture (GCC) learning outcomes written and adopted by the faculty through a vote in response to recommendations by the 21st Century Liberal Arts Education taskforce
 - Adopted Spring 2015; took effect Summer 2016
- CASE DUS and CASE GCC course lists dropped; units had to reapply for courses to carry the CASE Culture Studies designation
- CASE DUS and GCC courses must be taken at IUB
 - Cannot earn CASE DUS/GCC by taking a course at another campus or institution



Current CASE DUS learning outcomes

Students who complete the CASE DUS requirement will be able to demonstrate:

1. An ability to identify and evaluate the ways in which diversity—whether racial, ethnic, gendered, religious, cultural, economic, or other dimensions of difference—complicates and enriches life in a liberal-democratic society.
2. The capacity to describe, distinguish, and analyze a range of values, attitudes and methods of organizing cultural and social experiences so as to understand the possibilities and limitations of their own worldview.
3. An understanding of how cultural practices and artifacts represent the communities that produced them and how they serve to create, refine, and blend cultures.
4. Facility in using a vocabulary of topics, tropes, narratives and other discursive strategies to identify and productively engage the problems and possibilities that diversity poses for the United States in the contemporary world.



Campus General Education curriculum (2011 implementation)

- Common Ground
 - Required of all students, regardless of degree-granting unit
 - Course based, with course lists overseen by the General Education Committee
 - 3 broad areas: Foundations, Breadth of Inquiry, and World Languages and Cultures
- Shared Goals
 - Optional, but highly encouraged
 - Each degree-granting unit determines learning outcomes and how the goal is incorporated in the curriculum
 - 4 areas: Information Fluency, Intensive Writing, Enriching Educational Experiences, and Diversity in the United States



Change to the DUS Shared Goal

- Per BFC, Diversity in the United States is now a **required** component within Shared Goals
 - Approved April 16, 2019 after discussions over the previous two years
- **Implementation** left to the degree-granting units
- Degree-granting units must report annually to the campus:
 - How DUS Shared Goal is implemented
 - Assessment mechanism/results



College Committee for Undergraduate Education

- Discussed during AY18-19 and 19-20
- Resolution that proposed these changes and led to this referendum was unanimously endorsed by CUE in Fall 2019

2019-2020 members		
Mike Berger	Physics	N&M
Candy Brown*	Religious Studies	A&H
Joan Hawkins*	Media School	S&H/MSCH
Rick Hullinger*	Psychological & Brain Sciences	NTT
Ivan Kreilkamp*	English	A&H
Martha Macleish	School of Art, Arch. + Design	A&H/SOAD
Roberta Pergher	History	S&H
Nicola Pohl	Chemistry	N&M
Natsuko Tsujimura*	East Asian Languages & Cultures	S&H/SGIS
Cara Wellman*	Animal Behavior/PBS	N&M
2018-2019 members (also those w/ * above)		
Chris Connell	Math	N&M
Valerie Grim	African American & African Diaspora Studies	S&H
Caleb Weintraub	School of Art, Arch. + Design	A&H/SOAD



Proposed Change 1

Ballot text

All students earning a baccalaureate degree through the College of Arts and Sciences must complete with a grade of D- or higher the College of Arts and Sciences Culture Studies: Diversity in the United States (CASE DUS) requirement. The College will meet the IUB General Education Shared Goal of Diversity of the United States through our implementation of CASE DUS.

This change will apply to students who matriculate Summer 2020 and later as well as students who elect to change to Summer 2020 or later degree requirements.



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Effects

1. Establishes CASE DUS as the College's mechanism for fulfilling the GenEd Shared Goal of DUS
2. Requires CASE DUS of all baccalaureate degree programs in the College
 - Adds CASE DUS to the 25 B.S. programs that do not currently have it
3. Will only affect students who are on Summer 2020 requirements and later



Student impact

900

College BS
degrees awarded
each year

3

College BS degree
programs already
require CASE DUS

33%

BS degree earners
already completed
a CASE DUS
course

- No impact for most College undergraduates
- Adds a requirement for most B.S. students, but **may not** result in adding a course to a student program of study



Student impact, continued

- All B.S. students are required, in part, to complete:
 - 2 GenEd Arts and Humanities courses
 - 2 GenEd Social and Historical Studies courses
 - CASE Intensive Writing course
 - 36 credit hours at 300-499 level
- With planning, students can double-count CASE DUS with one (or more) of the above

4 in 5

(or 106/133) CASE DUS courses also carry CASE Breadth of Inquiry

83%

(44/53) CASE DUS courses at the 100-199 level also carry GenEd Breadth of Inquiry

1950

Seats offered Spring 2020 that carry CASE DUS carry GenEd Breadth of Inquiry



Faculty impact

- Very little
- We will eventually need to offer approximately 300 more CASE DUS seats a semester to meet the increased demand
 - If the professional schools are approved to use CASE DUS courses to satisfy the GenEd DUS shared goal, we will need to offer more seats
 - Focus on further growth of the DUS inventory will be on courses that also carry (or can carry) GenEd A&H and S&H



Rationale for this approach

- Already in place for most degree programs in the College
 - We have the capacity to meet the need if the proposal is approved
- Recently took steps to focus the requirement
- A different approach for BS students would be difficult to implement
 - Require each major area to reform their learning outcomes and requirements
 - Does not account for the fluid nature with which students move between BA and BS options (15 of the 25 BS programs have a related BA program)
 - Does not account for the movement between BS programs
 - Students pursuing multiple degree programs could be required to meet the requirement multiple times in multiple ways



Implementation

- If approved, no additional action need be taken by the units with the impacted BS degrees
 - College will add the requirement to appropriate place in the *Bulletin*
 - College will work with units to identify best place for the requirement in the Degree Map



Proposed Change 2

Ballot text

Each instructor for each section of a CASE Diversity in the United States course will provide to the College of Arts and Sciences each semester:

- a. the course syllabus, which must contain learning objectives in alignment with the CASE DUS learning outcomes;
- b. the assessment instrument(s) (assignment, exam questions, etc.) used in the class to measure at least one of the CASE DUS learning outcomes; and
- c. a report that indicates the extent to which the students in the class met the outcome(s) selected.

This process will begin Fall 2020. This question is not about whether to assess (that is mandated by the Bloomington Faculty Council), but instead how to assess. The approach here is similar to the current General Education Common Ground assessment process.



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Effects

1. Extends the GenEd course assessment model to CASE DUS courses
2. Would take effect for CASE DUS courses offered Fall 2020 and later



Impacts

- Students: none
- Faculty: additional assessment step

Rationale for this approach



Rationale for this approach

- Faculty are familiar with this process already
- Minimally disruptive to faculty since it leverages assessments (assignments/exams) already in place



Implementation

- If approved, College will:
 - Modify messaging concerning GenEd assessment to also incorporate CASE DUS assessment
 - Ensure a system for reporting is available to instructors and unit administrators



Frequently asked questions

What are the learning outcomes for the GenEd Shared Goal of DUS

- While a draft of GenEd DUS learning outcomes have been drafted by a committee and [presented to the BFC](#), no official action has been taken



Why aren't the CASE DUS learning outcomes being revised to be more in line with the proposed GenEd DUS outcomes?

- There are no official GenEd DUS shared goal learning outcomes
- We believe the issue will be taken up again by the GenEd Committee next year, so we believe it prudent to stay with existing CASE DUS learning outcomes until it is more clear what campus will or will not be doing



Can a science department teach a CASE DUS course?

- Any unit in the College may propose a CASE DUS course so long as it can be clearly demonstrated that the course has a focus on the study of culture and it meets all four of the current CASE DUS learning outcomes.



Does the CASE DUS requirement align with the impetus behind the BFC rethinking the GenEd DUS shared goal?

- Reasonable people will likely disagree about some of the reasons BFC took up the topic, but we do know that:
 - The College was only degree-granting unit to expressly require a course on the topic
 - Events around the country from 2015-2016 inspired many to take a closer look at whether IUB was doing enough to engage students on the topic
 - The GenEd DUS subcommittee that drafted a set of potential learning outcomes felt strongly that the requirement should be a specific course and not a set of courses, co-curricular, or extra-curricular enterprise



When will we vote?

- You will get an invitation to vote shortly after this Town Hall concludes.
- Voting will remain open until Wednesday, April 22, at 5 p.m.
 - Voting will be combined with the election of College Policy Committee members



Questions and discussion