

## Gen Ed Shared Goals Committee Summary Report

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By:

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### APPROACH

The Shared Goals Subcommittee met virtually via Zoom three times during the Fall 2022 semester and once more at the start of Spring 2023. This year, the committee focused its review on Diversity in the U.S. because it is the only required element. We also discussed each school's current plans to incorporate Sustainability Literacy in the future in response to the new BFC requirement. The summary report will include references to how the schools address each of the Shared Goals.

During our meetings the committee acknowledged that some schools are subject to external professional accreditation while others are not. These external pressures dictate both how often, and the degree to which, these schools assess their performance across a variety of learning outcomes among them Diversity in the U.S.

### SUMMARY OF DISCUSSION

#### I. DIVERSITY IN THE US:

This year, the sub-committee noted that more schools introduced a specific course designated as meeting the Diversity in the United States requirement for specific majors even if they otherwise also touched on DUS topics throughout the rest of the curriculum:

#### One-course approach

- In Fall 2022, schools which had a one-course DUS requirement that all its students take included:
  - College of Arts and Sciences → DUS-designated COLL courses
  - Luddy School of Informatics, Computing and Engineering → DUS-designated COLL courses
  - Kelley School of Business BUS-L 375 or L 376 Honors Bus L 375 and 376 title: Business ethics and equity in diverse organizations (376 is honors)
  - Social Work: SWK S-102 Understanding Diversity in a Pluralistic Society
  - School of Education: EDUC-E 300, Elementary Education for a Pluralistic Society OR EDUC-M 300, Teaching in a Pluralistic Society; EDUC-G 375 Multicultural Counseling Related Skills.
  - School of Public Health SPH 150 "Introduction to Public Health"

### Across the curriculum approach:

- The coverage of DUS topics across the curriculum rather than one common course for all its majors continues to be favored by:
  - School of Nursing,
  - O’Neill School of Public and Environmental Affairs,
- Even in the case of across the curriculum coverage of DUS topics, the schools each reported that there is usually a required introductory course per major or area of concentration that introduces students to how DUS applies within their disciplines among other topics. So, DUS is one module within a larger set of topics discussed.
  - School of Nursing: Nursing has modified its introductory course NURS-L 230.
  - O’Neill: Public Affairs: V181 US Policy and Administration, E183 Environment and People, V185 Management of Public Problems and Solutions.
  - School of Public Health: SPH-B 150 which focuses on cultural competencies and diversity in the US as it relates to health disparities. Other topics discussed include sexual violence and racial violence.
  - School of Social Work: each of the required 11 courses for the major, “has one or more course objectives that require knowledge and skill development regarding diversity in the US.”

### Hybrid approach:

The Jacobs School of Music has embraced a hybrid approach to meeting DUS as a Shared Goal by making available to its students a combination of coursework, extracurricular, and co-curricular options to meet the learning outcomes.

- The school wrote a [diversity plan](#) that includes a commitment to diversity in programming and curriculum.
- Music pedagogy students are required to take MUS E 218, Cultural Diversity in Music Pedagogy. There are several other courses for specific majors currently in development.
- Students pursuing the Outside Field Concentration option which is equivalent to pursuing a major in an outside School usually choose this within the College of Arts and Sciences in consultation with College advisors. Depending on the Outside Field, students meet the College’s 1-course DUS requirement.

### Other considerations

The committee spent some time discussing ideas for how best to collect data for assessment of how co-curricular activities meet a given school’s learning outcomes for Diversity in the United States.

- **Co-curricular Activities:** The schools below have instituted robust public facing co-curricular activities addressing Diversity in the United States.
  - Jacobs School of Music
  - School of Social Work
  - School of Public Health

However, there is no consensus on how to go about assessing what learning takes place during these and no current mechanism for collecting assessment information. Schools are working on solutions.

- One idea the committee discussed this fall was the possibility of using a digital assessment mechanism, whether e-portfolio or e-badges, whereby students upload a video or written reflection about what they learned by attending specific co-curricular events.

Unlike Diversity in the United States, the rest of the Gen Ed Shared Goals are not required. The summary below will refer to the information the school's reports reported about their efforts to meet each of these goals within their respective curricula.

There are no common learning outcomes for any of these three Shared Goals nor is there a single way in which each (or any) school assesses them.

## II. INFORMATION FLUENCY

This is one of the Shared Goal for which there is the least uniformity across the various schools. There are three major stages of development:

- No formal curricular requirement or requirement under development:
  - College of Arts and Sciences
  - Ballet majors in the Jacobs School of Music
- One-course curricular approach: favored by Kelley, the School of Education, some majors within the Jacobs School of Music, and the School of Public Health
  - Kelley: I-Core Computers in Business (K201), Technology & Business Analysis (K303)
  - Education: EDUC-W200, Using Computers in Education
  - Jacobs: Music Majors: MUS-T 251 Music Theory III, MUS-T 252 Music Theory IV.
  - Public Health: SPH-S 231 Safety Engineering and Technology and SPH-S 411 Industrial Hygiene Sampling and Analysis. Students in Dietetics complete SPH-N 322 Management Systems in Dietetics. Nutrition science majors complete SPH-N 492, Research in Nutrition/Dietetics.
- Coverage spread across the curriculum:
  - Luddy School of Informatics, Computing, and Engineering

- School of Social Work
- O'Neill
- Nursing

### **III. INTENSIVE WRITING (IW)**

The schools have given a lot of thought to how writing figures within their respective cultures and/or professional expectations. The typical three approach model is also evident in this Shared Goal.

- No formal curricular requirement or requirement under development:
  - Public Health said their students don't have a universal Intensive Writing requirement though some of them are required to take SPH H-494 Research and Evaluation Methods in Health and Safety"
  - O'Neill is developing IW courses for its BS degrees in Environmental Science, and Environment and Sustainability
- One-course curricular approach:
  - All students in the College of Arts and Sciences and the Luddy School of Informatics, Computing and Engineering must take one course from an approved list.
  - Kelley: Business Communication, C204 or C205.
  - Education: EDUC-H205, Introduction to Education
  - O'Neill: varies by major. BS Arts Management: A354 Arts Marketing Fundamentals, Healthcare Mgt & Policy; BS Healthcare Management and Policy: H374 Health Management Ethics Public Affairs; BS Public Affairs V181 US Policy and Administration, V184 Law and Public Affairs, V185 Management of Public Problems and Solutions
  - Social Work: ENG W 231, or SWK-S 204: Professional Writing in Social Work
  - Nursing: H371—Adaptive Processes, R375 Research and Evidence Based Practice, L430 Leadership in Healthcare Delivery and Policy, B444 Managing Health and Illness Across Care Environments, S474 Applied Healthcare Ethics, S483 Clinical Nursing Capstone, S488 Synthesis for Professional Nursing Practice.

### **IV. ENRICHING EDUCATIONAL EXPERIENCE (EEE)**

This Shared Goal was the one with most uniform participation.

- No formal curricular requirement or requirement under development:
  - College of Arts and Sciences, As reflective of the variety of units within the College, some majors/units require capstone courses or make these available. Students in the College may opt to pursue capstone projects, independent research/creative activity, internships, study abroad, honors thesis, performances/showcases, or service learning.
- Capstone-type culminating experience:
  - Nursing: practicum

- Kelley: Co-curricular, Internship/Career, International Programs, BUS-C 104 / C 106 (H): Business Presentations.
- Jacobs: Music Education majors (teaching); Music majors (senior recital); Music recording (internship); Ballet majors (graduation exam).
- Luddy: Capstone courses or Senior Thesis.
- School of Education: Students enroll in either a semester-long student teaching experience or a practicum in Counseling and Student Services (EDUC-M424, EDUC-M425, EDUC-M480, EDUC-M470, or EDUC-M482).
- Public Health: internship, field experience
- Social Work: service-learning requirement in SWK-S 141: Introduction to Social Work, and a structured field practicum experience of 560 hours concurrently with an integrated seminar in their senior year (SWK-S 481 & SWK-S 482) the senior practicum experience.
- Spread out throughout the curriculum
  - O'Neill: All students required to have internship; Washington DC or Indiana Leadership programs. Students may do more than one internship.
  - Education: A variety of service-learning activities and early field experiences in classrooms, each of which is a required, integrated component of a required education course.

## V. SUSTAINABILITY LITERACY

Schools' plans for how to meet this requirement have begun by identifying courses currently on offer that meet the new requirement. The next step for most Schools will be to draft relevant learning outcomes:

- Kelley School of Business: they have identified BUS-G202: Business, Government and Society as the course required of all students which meets this Shared Goal.
- College of Arts and Sciences has put the matter to the College Committee for Undergraduate Education who will make a recommendation to the Executive Dean. It is likely this requirement will be implemented similarly to the College's Diversity in the United States requirement. In practical terms, this means that courses that meet the Sustainability Literacy learning outcomes will also count as fulfilling the College of Arts and Sciences Education (CASE) requirements. This will require a faculty vote.
- The School of Education has begun identifying courses that will address Sustainability Literacy. Faculty are working on identifying learning outcomes that will be used to assess the courses meeting this Shared Goal.
- Jacobs has begun discussing how its students can best meet this Shared Goal.
- School of Nursing is checking its curriculum and ensuring that any changes also align with their accreditation's educational frameworks 2021 AACN Essentials. They plan to submit a new curriculum that meets the learning outcomes of this Shared Goal by 2025. The School has identified some current "student experiences" which align with the overall guidelines for Sustainability Literacy.

- Faculty in the Luddy School are deliberating how to incorporate this Shared Goal into their curriculum. Their report states that they'll ask students to take a campus-approved course that meets the requirements of this Shared Goal.
- O'Neill has made the most progress towards meeting this Shared Goal since it aligns quite well with their overall curriculum. They have already outlined a list of Learning Outcomes and have identified the courses that will assess the Shared Goal: for BSPA degree it is E183, for BSHCMP degree it is H124, for BSAM degree it is A163. Teaching and assessing will begin in Fall (with optional start in this semester).
- The School of Public Health has already identified one course, SPH-T 431, Green Operations in the Hospitality Business and outlined some core Learning Outcomes. It's still in discussions about adjusting its curriculum.
- The School of Social Work's report did not explicitly address this new Shared Goal.