

To: All Interested Parties in the University Community

From: Mark Shanda, Chair, University Level Advisory Committee (ULAC) on the GEC

RE: Semester Based General Education Structure Recommendation

Executive Summary¹

The Committee on Curriculum and Instruction (CCI) of the College of Arts and Sciences at their regular meeting on 1/22/10 voted to forward to the university community at large for review and comment the attached proposed structure for General Education as developed by University-level Advisory Committee (ULAC) for use under the semester schedule. ULAC's recommendations include two components. The first is an overview of general education entitled, "The Curricular Experience at Ohio State". This document speaks to the broad goals of general education and their connection to the individual student's specialized study program (major, double-major, minors, certification programs, etc.). The statement also lays out the foundation upon which the proposed delivery system for undergraduate general education is built.

The second component lays out the shell of the proposed "General Education" (GE) requirements based on a 14-18 course program providing breadth and student choice to align the program closely with both student and university goals. New features of the proposed curriculum include: "Open Option" courses that enable student choice and can be combined with other coursework in the GE to form the basis of a minor or to satisfy prerequisites for a major; the potential use of both "Service Learning" courses and "Education Abroad" courses to fulfill portions of the GE; and a more streamlined distribution of "0 count" requirements that still emphasize student learning about diversity and global issues, but are less cumbersome to monitor and explain.

These recommendations will be formally considered by the CCI in the near future and then forwarded to the Arts and Sciences Faculty Senate for approval for use in the College of Arts and Sciences. The Arts and Sciences GE model will then be received by the Council on Academic Affairs for other colleges to consider applying within their degree programs. The ULAC is hopeful that this model will require far fewer exceptions than are currently in practice throughout the university with regard to General Education, and will serve as a nearly universal, minimum standard of general education.

In concert with the rapid progress that has been made in developing these recommendations, CCI, CCA and Arts and Sciences Senate have all been meeting regularly with representatives of ULAC and providing valuable and much needed input. Attached are both the "Curricular Experience at Ohio State" and the "ULAC Recommendations" for your review. The next step in the further development of these recommendations will be aligning the goals and objectives articulated for the various current course categories within the new delivery structure and the authoring of appropriate goals and objectives for the new components of the proposed GE plan.

ULAC, CCI, and CAA all welcome your comments about the proposed program. Please send your thoughts and responses to:

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Rebecca Harvey, Chair of CCI at Harvey.113@osu.edu

Jay Hobgood, Chair of CAA at Hobgood.1@osu.edu

We hope that the formal Semester Based General Education requirements are adopted before spring quarter following a thorough examination and evaluation by the university community at large.

¹ Pages 9 and 10 of this document contain a side-by-side summary of the changes to the GEC. The previous pages can be referred back to for explanation and consideration.

Background

Following a recommendation from the Committee for the University-Wide Review of Undergraduate Education chaired by Professor Brian McHale, the Council on Academic Affairs (CAA) voted unanimously to establish a University-level Advisory Committee (ULAC) for the General Education Curriculum (GEC) with dual, advisory reporting lines to CAA and to the Arts and Sciences Committee on Curriculum and Instruction (CCI). The ULAC committee was first convened in the spring quarter of 2008.

One part of ULAC's charge reads to "advise the Council on proposals to revise the GEC, monitor the national dialogue/literature on General Education, review specific college proposals to revise the GEC; and assess the efficacy of the GEC learning outcome with respect to GEC category goals, objective and identify whether and how they need to be charged."

The semester conversion approved by University Senate vote in spring 2009, along with a recommendation from the University Senate to the Council on Academic Affairs, significantly increased the importance and impact of the ULAC committee. Our charge was clarified in the short term to make specific recommendations to the Council as to the form, content, and structure of the semester successor of the current quarter based GEC to enable departments to construct their major degree programs around and on top of clear GE expectations.

To that end and in respect to the scope of the semester conversion challenges the ULAC committee was expanded in fall of 2001 from its original 11 members to a current roll of 21 members with majority representation from the Arts and Sciences faculty, and members representing the professional colleges, the University Center for the Advancement of Teaching, the Graduate School, the Provost's office and Advising Services.

Please note that all committee meeting summaries, agenda, and resources being used can be found at the OAA website or linked directly from the Arts and Sciences Curriculum and Assessment Office website.

The group has been meeting weekly since September 15 and has reviewed a variety of source documents including the 1988 Babcock Report, the Blackwell Report, the McHale Report, Ohio Board of Regents Requirements for GE, peer institution GE comparisons, National Trends data, and a variety of internal reports on General Education.

In addition, we have welcomed as guests to our conversation, Provost Alutto, Former Vice Provost Martha Garland, Vice President for Student Life Javon Adams-Gaston, Vice President for Global Strategies and International Affairs William Brustein, and Vice Provost and Executive Dean of Arts and Sciences Joseph Steinmetz.

Provost Alutto and Dean Steinmetz both spoke to one of the fundamental concerns expressed by ULAC last spring, prior to engaging the current semester conversion dialogue, which was fear that no dialogue on changes to the GEC would be possible if concerns for financial impact were not placed in abeyance. Following ULAC's meeting with Provost Alutto, he and CFO William Sukurti issued a memo that states. "We concur that is important for the faculty to focus on what is right academically rather than let financial considerations drive academic decisions. Consequently, we will work with you, with the Senate Fiscal Committee, and with the colleges to make sure enrollment shifts resulting from the semester conversion are buffered as needed. We are open to extending buffering from the enrollment reserve beyond two years where appropriate, but this needs to be consider annually in the context of the fiscal well-being of each college in the context of the academic plan." The memo goes onto stay that "any dean can request we provide buffering assistance in response to or in preparation of enrollment shifts."

Process

ULAC's efforts have been framed in conversation around three broad themes.

- A. Content – What is General Education intended to achieve?
- B. Structure or Architecture – What is the manner in which student and faculty engage in the receipt and delivery of General Education on a semester schedule?
- C. Interpretation or Marketing – How do we effectively describe the General Education Program to

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students, faculty, staff, alumni, parents and the general public?

We began with the assumption that further study of the basic content of the GEC was not necessary given the quality of work in the Babcock, Blackwell, and McHale reports. We agreed that colleges and program areas that are currently exempted from portions of the GEC would not need to re-justify these exemptions but were hopeful that we could develop a general education program (GEP) that could be nearly universal across campus. We established a goal that at a minimum we would be able to make a recommendation to CCI and CCA as to the basic “shell” of the GEP (see attached) that defines the scale and scope of GE to enable departments to develop their own degree programs based on a revised GEP. As a part of that shell, ULAC developed a single page document entitled the “Curricular Experience at the Ohio State University.” This document opens with the following statement:

The Ohio State University educates students to solve problems; to think critically, logically, and creatively; and to be engaged and responsible global citizens. The University’s curriculum—comprising distinct, yet interrelated programs in general education and specialized study—enables students to develop the knowledge, skills, and perspectives that equip them to learn and adapt, to contribute and succeed in a rapidly changing world.

The curricular experience is described as being fulfilled through distinct, yet interconnected programs that both supplement and complement each other.

The general education program enables students to acquire and develop a breadth of knowledge, skills, and perspectives that cross-disciplinary boundaries and extend to areas outside specialized study programs.

Majors, minors and other specialized study programs enable students to master, to various degrees, bodies of knowledge and the skills, perspectives, and modes of inquiry related to their study.

The statement concludes with a series of measurable goals that the curriculum is designed to achieve. To fulfill this mandate, a deliver structure has been developed that is a “shell” of the proposed GE requirements based on a 14-18 course program providing breadth and student choice to align the program closely with both student and university goals. All required GE courses are assumed to be based on a 3 unit semester standard (converted from 5 quarter-based credit hours) with the exception of courses with a lab component (assumed to be 5 units) and some language courses that might be offered at the 4 unit level. All GE course work would be taken from outside the major area of study unless otherwise noted and upper division course work from an equivalent area (as determined by an academic advisor) should be allowed to be substituted automatically for what is typically a lower level requirement.

ULAC Recommended Semester based Undergraduate General Education Requirements

Courses 1 & 2 -Writing Level 1 & Writing Level 2 (6 units)

(Compares with current 10 hours of “Writing and Related Skills”)

Writing level 1 is assumed to be the Department of English’s successor to English 110 and have the same basic objectives. The Writing Level 2 course is also a direct heir to current writing teaching in that all current “Second Level Writing Course” successors are projected to meet the goals and objectives of this requirement.

As to the current “3rd level Writing” GEC requirement which is practiced sporadically across the university, ULAC is working on a statement to encourage writing within specialized programs of study (majors, minors, double majors, etc.), but is not recommending a general education requirement for a third writing course in the proposed curriculum.

Course 3 – Literature (3 units)

(Compares with 5 of the current 10 hours in “Arts and Humanities”)

All successor courses to the current GEC literature courses are projected to meet the goals and objectives of this requirement.

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Course 4 – Arts (3 units)

(Compares with 5 of the current 10 hours in “Arts and Humanities”)

All successor courses to the current GEC Visual/Performing Arts courses are projected to meet the goals and objectives of this requirement.

Course 5 – Math or Logic + (Level “R” or Math 075/104) (3 units)

(Compares with current 5-10 hours of “Quantitative and Logical Skills” parts 1 and 2)

The “Basic Computational Skills” as tested by the mathematics placement exam is required on the semester plan. The successor courses to Mathematics 075, 076 or 104 are projected to address the minimum proficiency level in lieu of placement level “R” with the same exclusion of not counting toward the minimum units required for the degree. All successor courses to the current GEC mathematical and logical analysis courses are projected to meet the goals and objectives of this requirement. For BS students the successor courses to the current Mathematics 151-152 courses are projected to meet the goals and objectives of this requirement assuming that they are condensed into a single semester course. If they are expanded into a full year course, the decision will need to be made as to the appropriate, mandatory minimum mathematics course to fulfill course 5 for BS students.

Course 6 – Data Analysis (3 units)

(Compares with current 5 hours of “Quantitative and Logical Skills” part 3)

All successor courses to the current GEC Data Analysis courses are projected to meet the goals and objectives of this requirement for BA students. For BS students, the course requirement would be fulfilled as part of the major program or requisite work.

Courses 7 & 8 – Biological Science and Physical Science (3-5 units each for a minimum of 8 units and a maximum 10 units)

(Compares with current 15 hours of Natural Sciences)

All successor courses to the current GEC biological and physical courses are projected to meet the goals and objectives of this requirement. One of the courses from either category would be at the 3 unit level and the other would have a lab component and be at the 5 unit level. If the proposed successor courses are projected to be offered at 4 units, the decision will need to be made as to the appropriate, minimum science coursework to fulfill the course 7 & 8 requirements. Regardless of the final unit decision, for BA students at least one science must have a lab component, for BS students both courses would have a lab component.

Course 9 – Historical Study (3 units)

(Compares with current 10 hours of Historical Study)

All successor courses to the current GEC historical study courses as listed plus any 300-level history course successors (except the History 398 successor) are projected to meet the goals and objectives of this requirement.

Courses 10 & 11 – Social Science 1 & 2 (6 units)

(Compares with current 10 hours of Social Science)

Students currently choose two courses that include at least two of the following categories:

1. Individuals and Groups
2. Organization and Politics
3. Human, Natural, and Economic Resources

In an effort towards simplification, ULAC has asked that the Social Sciences faculty consider reducing the categorization system of social science offerings from three categories down to two to reflect either scale differences or some other logical separation. All successor courses to the current GEC social science courses, regardless of current categorization, are projected to meet the goals and objectives of this requirement.

Course 12 – Culture & Ideas or Historical Study or Social Science (3 units)

(Compares to current 10 hours of Additional Breadth)

All successor courses to the current GEC culture and ideas courses, historical study courses (300 and 500 level with appropriate exclusions), and social science courses (regardless of current categorization) are projected to meet the goals and objectives of this requirement.

Course 13 & 14 – Open Option (6 units)

(Compares somewhat to current 10 hours of Additional Breadth and 5 hours of Issues of the Contemporary World)

The proposed open option courses provide students a great deal of flexibility in choice to meet this two course requirement and the proposed list of choices creates incentives for greater student involvement in some specific types of educational experiences. The list of choices to fulfill the open options course work includes:

1. Choosing other courses that already fulfill course areas 2-12 or 15. This enables both BA and BS majors to wisely select additional course work to provide the foundation for a concentrated minor or a second major, including additional foreign language courses. BS and Engineering students could be steered into Open Option course work from the natural sciences and/or math areas to provide requisite “pre-major” course work and fulfill GE requirements.
2. Service Learning courses that are aligned with appropriate GE goals (to be determined) could fulfill 3 units of the Open Option requirement. This could lead to increased attractiveness of service learning courses and expanded student involvement in the community.
3. Cross Disciplinary seminars are both successors to the current GEC “Issues of the Contemporary World” courses that are projected to meet the goals and objectives of this requirement, as well as new courses that seek to integrated thematic dialogue among diverse students at the junior or senior level from a variety of majors. ULAC is not recommending a maximum enrollment requirement, but is hopeful that any new coursework that fulfills this requirement is faculty taught, has a diverse enrollment, and a manageable size for quality exchange.
4. Education Abroad is, for the first time, proposed as a valuable experience that can address general education goals. The placement of study abroad here is to provide an incentive for more students to take advantage of study abroad opportunities and provide an appropriate curricular home for such activity. Research indicates that Ohio State has far fewer students who take advantage of study abroad opportunities than our peer institutions. At present, there are not any developed goals and objectives for this proposed option and there is some concern as to the achievement of appropriate rigor within a proposed study abroad course of study. ULAC has discussed basic guidelines and has assumed that if the full 6 units of Open Option course work were granted for a study abroad program, that a full semester abroad would be required. For commitments of lesser length, (10 days, 7 weeks, Mayterm, etc.), appropriate unit hour value would need to be assigned at the time of the study abroad proposal being vetted.

Course 15+ Language Proficiency (0-12 units)

(Compares with current 0-20 hours of Skills – Foreign Language)

All current undergraduate programs that require foreign language proficiency should still require the same level of proficiency on the semester schedule. The committee suggests that the primary means by which students will fulfill this requirement is through testing, placement, and appropriate course work and that most successor language courses will be at the 4 unit level with three courses over three semesters needed to fulfill the requirement if starting a new language. Due to the difficulty of some languages, however, four, 3 unit level course spread over four semesters may also be appropriate.

“0 Count” Courses (0 units)

(Compares with current 0-15 hours of Diversity)

The recommendation affirms the need for student engagement with coursework on Social Diversity in the United States and International Issues for a total of three courses, but strongly recommends that the current division of International Issues into “non-western/global” and “western (non-US)” be collapsed into a single category of Global Studies. All successor courses to the current GEC Social Diversity in the US, Non-western/Global and Western (non-US) courses, regardless of current categorization, are projected to meet the goals and objectives of this requirement.

Capacity for Change and Other Issues

As the university at large undergoes semester conversion, requiring an evaluation and redevelopment (if even at a minimum delivery level) of every course offered, there is a great deal of curricular work afoot. ULAC attempted to be extremely sensitive in developing this proposal regarding the capacity for change within the institution. We believe that we have crafted a GE template which: has room for nearly ever successor course from the current GEC offerings; could potentially reduce the number of current GEC variations (13) down to only a few; does not require every course to be re-evaluated with regard to its appropriate GE status; increases student choice; and is significantly easier to explain to students and also parents.

The committee also heard from a variety of constituent groups as well as studied previous GEC evaluations that have advocated additional required components for the GE program. These discussions have coalesced into a short list of what the committee began to call “Aspirational Aspects” of General Education. These aspects include: Technological Literacy, Visual Literacy, Information Literacy, Health Literacy, Moral Reasoning or Ethics, Sustainability as well as others. The committee debated at some length whether any of these aspects rose to the level of needing an additional unit requirement or “0 Count” status. Currently, the majority of the committee feels that we do not have adequate data on our undergraduate students within these areas of inquiry to make a reasonable argument for more formal inclusion in the GE. Our recommendation on these matters is for the CCI to direct their subcommittee on assessment to develop a body of data around these subject areas that shows how well the university might be addressing each and then to develop an appropriate strategy for addressing any short comings that are discovered. However, at this time, there is no recommendation from ULAC to do anything more with these aspirational goals than to establish formally the current state of affairs and begin to explore response strategies where needed.

Conclusion

The next step in the further development of these recommendations will be aligning the goals and objectives articulated for the various current course categories within the new delivery structure and the authoring of appropriate goals and objectives for any of the new components of the proposed GE plan. This process can only come to conclusion through the significant involvement of a wide-variety of constituent groups and we once again express our need to hear from you about these important issues.

Curricular Experience at The Ohio State University

Approved by ULAC vote – 1/12/2010

The Ohio State University educates students to solve problems; to think critically, logically, and creatively; and to be engaged and responsible global citizens. The University's curriculum—comprising distinct, yet interrelated programs in general education and specialized study—enables students to develop the knowledge, skills, and perspectives that equip them to learn and adapt, to contribute and succeed in a rapidly changing world.

The general education program enables students to acquire and develop a breadth of knowledge, skills, and perspectives that cross disciplinary boundaries and extend to areas outside specialized study programs.

Majors, minors and other specialized study programs enable students to master, to various degrees, bodies of knowledge and the skills, perspectives, and modes of inquiry related to their study.

Students who complete a degree will achieve the following goals:

- Expand and develop knowledge of the major domains of inquiry, including their interdependencies and limits
- Develop and refine the skills needed to
 - ▶ acquire, comprehend, and evaluate information and arguments
 - ▶ communicate clearly, precisely, and effectively
 - ▶ analyze and assess using qualitative and quantitative methods
 - ▶ integrate, create, and apply knowledge
- Develop and assimilate perspectives to
 - ▶ interpret past and contemporary world cultures, events, and issues
 - ▶ make discriminating aesthetic judgments
 - ▶ formulate considered and reasoned ethical judgments
 - ▶ recognize and respect diversity

Disciplina in civitatem



ULAC Recommended Semester based Undergraduate General Education Requirements

01/25/10

The General Education requirements (GE) at the Ohio State University are accomplished through the 14 course requirements listed below and for some programs the achievement of a foreign language proficiency through a combination of testing and/or course work ranging from 0-12 units.

<u>COURSES</u>	<u>COURSE TYPE</u>	<u>UNITS</u>	<u>NOTES</u>
Course 1	Writing Level 1	3	English 110 successor
Course 2	Writing Level 2	3	367 successor
Course 3	Literature	3	
Course 4	Arts	3	
Course 5	Math or Logic + (Level "R" or Math 075/104)	3	151/152 successor for B.S.
Course 6	Data Analysis	3	Can be in the major
Course 7	Biological Science*	3-5	* 1 science w/ a lab = 8 for BA: 2 science w/ labs = 10 for BS
Course 8	Physical Science*	3-5	
Course 9	Historical Study	3	
Course 10	Social Science 1•	3	• 1 from category A & 1 from category B
Course 11	Social Science 2•	3	
Course 12	Culture & Ideas or Historical Study or Social Sci.	3	
Course 13	Open option °	3	° Selected from options listed below
Course 14	Open option °	3	
Courses 15+	Language proficiency level	0-12	Three 4 unit courses for most
		44-58	Total Units

• Social Science categories A & B

Two categories devised by Social Science Faculty reflecting scale (e.g. large v. small, macro v. micro, etc.) or other logical differentiation

° Both Open option courses can be selected from any of the following:

- | | |
|----------------------------|--|
| Another course 2-12 or 15 | Can be used for double major |
| Service learning course | Aligned with GE goals, Can be in major |
| Cross Disciplinary seminar | 597 successor & new |
| Education abroad | Can fulfill up to 6 units, Can be in major |

"0 Count" within above

1 Course	Social Diversity in US	Social Diversity successors
2 Courses	Global Studies	Non-Western Global and Western (non-US) successors

Percentage of 121 units without Language 36%
Percentage of 121 units with Language 48%

General Notes

GE courses are from outside of major unless otherwise noted
 Upper division courses from an equivalent area can be substituted automatically by an advisor
 Careful selection of the Open Option courses provides an excellent foundation for a Minor

Approved by ULAC Vote on 1/12/2010
 Endorsed by CCI for discussion on 1/22/2010

Current GEC Requirements for the Bachelor of Arts

1. SKILLS (40 HOURS)

A. Writing and Related Skills (10 hours/2 courses)

- (1) First Course (English 110)
- (2) Second Course (367)
- (3) Third Course in major as required by individual programs

B. Quantitative and Logical Skills (10-15 hours/2-3 courses)

- (1) Basic Computational Skills: Mathematics Placement R or higher, or Mathematics 075, 076, or 104.
- (2) Mathematical and Logical Analysis: one course
- (3) Data Analysis: one course

C. Foreign Language (0-20 hours/0-4 courses)

Proficiency through 104

2. BREADTH (45 HOURS)

A. Natural Sciences (15 hours/3 courses)

1 two-course sequence in either the biological or the physical sciences, and 1 other course. At least one must be in the biological sciences and one in the physical sciences. At least one must have a laboratory component.

B. Social Sciences (10 hours/2 courses)

Must be from at least two categories below.

- (1) Individuals and Groups
- (2) Organizations and Politics
- (3) Human, Natural, and Economic Resources

C. Arts and Humanities (10 hours/2 courses)

At least five hours from the Literature category and five hours from the Visual/Performing Arts category.

- (1) Literature
- (2) Visual/Performing Arts
- (3) Cultures and Ideas

D. Additional Breadth Selections (10 hours)

2 courses from any of the Breadth areas

3. HISTORICAL STUDY (10 hours/2 courses)

2 courses The first course should be selected from approved list or from any History department offering at the 300 level (except for 398). The second course can be any of the above approved courses or any History course at the 500 level (except for 598).

4. DIVERSITY (0-15 hours/3 courses-can overlap)

- (1) Social Diversity in the US: 1 course
- (2) International Issues: 2 courses
 - a. 1 non-western/global course
 - b. 2nd course may be non-western/global or western (non-US)

5. Issues Of The Contemporary World (5 hours/1 course)

1 course from approved list

Total: 80-105 hours / 16-21 courses

Proposed GE Requirements for Bachelor of Arts

Writing (6 hours/2 courses)

- COURSE 1: Writing Level 1 (110 successor)
COURSE 2: Writing Level 2 (367 successor)
(Third course may re-emerge as writing in the major.)

Quantitative and Logical Skills (3 to 9 hours/1 to 3 courses)

- COURSE 5: Math or Logic + (Level "R" or Math 075/104)
COURSE 6: Data Analysis (can be in major)

Foreign Language (12 hours/3 courses for most)

- COURSES 15+: Proficiency through 104 successor

Biological and Physical Sciences (8 to 10 hours/2 courses, at least one with lab)

- COURSE 7: Biological Science
COURSE 8: Physical Science

Social Science (6 hours/2 courses)

- COURSE 10: Social Science 1
COURSE 11: Social Science 2
One from Cat. A and one from cat. B

Arts and Humanities (6 hours/2 courses)

- COURSE 3: Literature
COURSE 4: Arts

'Additional Breadth' (3 hours/1 course)

- COURSE 12: Culture & Ideas or Historical Study or Social Science

Open Option (6 hours/2 courses)

- COURSES 13 & 14: courses from categories 2-12 or more language, approved Service Learning courses, cross-disciplinary seminars, study abroad

Historical Study (3 hours/1 course)

- COURSE 9: criteria to be determined

Diversity (0 hours/3 "0-count" courses – can overlap)

- (1) Social Diversity in U.S. (1 course) Soc.Div. successors
- (2) Global Studies (2 courses) Non-Western Global and Western non-U.S. successors

Total: 44-58 units/ 15-18 courses

Current GEC Requirements for Bachelor of Science

1. **SKILLS (40 HOURS)**
 - A. **Writing and Related Skills (10 hours/2 courses)**
 - (1) First Course (English 110)
 - (2) Second Course (367)
 - (3) Third Course in major as required by individual programs
 - B. **Quantitative and Logical Skills (10-15 hours/2-3 courses)**
 - (1) Basic Computational Skills: Mathematics Placement R or higher, or Mathematics 104
 - (2) Mathematical and Logical Analysis: Mathematics 151-152
 - (3) Data Analysis: Taken as part of major program or prerequisite work
 - C. **Foreign Language (0-20 hours/0-4 courses)**
Proficiency through 104
2. **BREADTH (50 HOURS)**
 - A. **Natural Sciences (20 hours/4 courses)**
1 two-course sequence in either the biological or the physical sciences, and two other courses. At least one must have a laboratory component.
 - B. **Social Sciences (10 hours/2 courses)**
Must be from at least two categories below.
 - (1) Individuals and Groups
 - (2) Organizations and Politics
 - (3) Human, Natural, and Economic Resources
 - C. **Arts and Humanities (10 hours/2 courses)**
At least 5 hours from the Literature category and 5 hours from Visual/Performing Arts category.
 - (1) Literature
 - (2) Visual/Performing Arts
 - (3) Cultures and Ideas
 - D. **Additional Breadth Selections (10 hours/2 courses)**
2 courses from any of the Breadth areas. Can include Mathematics beyond the level of 152 (excluding 161, 161A, and 161H) or Statistics at or above the level of 400, or from Issues of the Contemporary World requirement on the Bachelor of Arts.
3. **HISTORICAL STUDY (10 hours/2 courses)**
2 courses. The first course from approved list or from any History department offering at the 300 level (except for 398). The second course can be any from approved list or any History course at the 500 level (except for 598).
4. **DIVERSITY (0-15 hours/3 courses-can overlap)**
 - (1) Social Diversity in the US: 1 course
 - (2) International Issues: 2 courses:
 - a. 1 non-western/global course
 - b. 2nd course may be non-western/global or western (non-US)

Total: 80-105 hours/ 16-21 courses

Proposed GE Requirements for Bachelor of Science

- Writing (6 hours/2 courses)**
COURSE 1: Writing Level 1 (110 successor)
COURSE 2: Writing Level 2 (367 successor)
(Third course may re-emerge as writing in the major.)
- Quantitative and Logical Skills (3 to 9 hours/1 to 3 courses)**
COURSE 5: Math 151/152 successor +
(Level "R" or Math 075/104)
COURSE 6: Data Analysis (can be in major)
- Foreign Language (12 hours/ 3 courses for most)**
COURSES 15+: Proficiency through 104 successor
- Biological and Physical Sciences (10 hours/2 courses)**
COURSE 7: Biological Science (w/lab)
COURSE 8: Physical Science (w/lab)
- Social Science (6 hours/2 courses)**
COURSE 10: Social Science 1
COURSE 11: Social Science 2
One from Cat. A and one from Cat. B
- Arts and Humanities 6 hours/(2 courses)**
COURSE 3: Literature
COURSE 4: Arts
- 'Additional Breadth' (3 hours/1 course)**
COURSE 12: Culture & Ideas or Historical Study or Social Science
- Open Option (6 hours/2 courses)**
COURSES 13 & 14: courses from categories 2-12 or more language, approved Service Learning courses, cross-disciplinary seminars, study abroad
- Historical Study (3 hours/1 course)**
COURSE 9: criteria to be determined
- Diversity (0 hours/3 "0-count" courses – can overlap)**
 - (1) Social Diversity in the U.S. (1 course) Soc.Div. successors
 - (2) Global Studies (2 courses) Non-Western Global and Western non-U.S. successors

Total: 44-58 hours/ 15-18 courses