

Proposal to Revise the General Education Component of Undergraduate Education

February 2018

General Education Review Coordinating Committee

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Introduction

The Context

The Ohio State University (OSU) currently has approximately 52,000 undergraduate students – 46,000 at the Columbus Campus and 6,000 at the regional campuses. Undergraduate students are admitted to the University with varying levels of academic preparation. The Columbus campus has selective admissions for its 7,000 first year students, a growing number of whom bring completed university-level credit with them at admission.

Our Regional Campuses, in Lima, Mansfield, Marion, and Newark Ohio, focus on undergraduate education and remain open admissions for their 2,000 new students each year. And a growing number of regional campus students – approximately 1,400 this year - complete a campus change to Columbus after at least one year (30 OSU semester credit hours completed).

In addition, approximately 2,700 transfer students are admitted each year, bringing with them credit earned at other 2-year and 4-year institutions, mainly in Ohio.

No matter the path into the University, or the level of preparation, all of those students currently are provided with undergraduate programs offered through 12 colleges: **Arts and Sciences; Business; Dentistry; Education and Human Ecology; Engineering; Food, Agricultural and Environmental Sciences; Medicine; Nursing; Pharmacy; Public Affairs; Public Health; and Social Work.**

Their undergraduate academic experience here, no matter the college, and as is the case at most baccalaureate degree-granting institutions, includes three components:

- **A general education program**
- **One or more major program(s)**
- **Electives**

This Report addresses the general education component, but acknowledges related issues for both major programs and elective options.

The General Education Component of the Undergraduate Experience

The University's current general education (GE) curriculum was established in 1988 and implemented over the next few years. Reviews occurred in 1996, 2002, and 2007. No major changes to the structure of the GE resulted from those reviews. Thus, today:

- The University's GE curriculum remains a distributed model with Bachelor of Arts and Bachelor of Science students completing its requirements through 14 categories (5 of which have 2 or more subcategories) of courses.
- There are no learning outcomes for the current GE overall – as a program – although category learning outcomes are specified.
- Not all undergraduate colleges adhere strictly to the same GE model. There are multiple versions of the GE. Most colleges outside Arts and Sciences opted out of a foreign language

requirement, and some colleges have narrowed the range of course options within categories to align more closely with the major program(s).

- The GE curriculum remains a large component of the undergraduate academic experience, with varying credit hours that can range from 43 – 85 hours across the colleges – of the total 120 credit hour requirement. This, when combined with a major program, leaves little room for electives.
- Approximately 1,250 courses presently are being offered to meet GE requirements, although approximately 80% of GE credit hours are earned from only about 200 of those courses.
- Currently 11 colleges (including 71 academic units/programs embedded within them) offer GE courses, with the College of Arts and Sciences courses accounting for 85% of the GE credit hours.
- GE course approvals and assessment activities are administered by the College of Arts and Sciences Curriculum Committee (ASCC). In 2007, as an outgrowth of that GE Review, the University Senate’s Council on Academic Affairs (CAA), supported by ASCC, established the **University-level Advisory Committee (ULAC) for the GE** – composed of faculty, students, and staff - to monitor GE enrollments, assessment results, and related matters. ULAC is a subcommittee of CAA to which it regularly reports.

The Current Review

In October 2016, ULAC, following considerable discussion within that Committee, with CAA, and with Associate Deans for curriculum in undergraduate colleges throughout the University, recommended, to CAA, the need for a review of the GE, and the establishment of a General Education Review Coordinating Committee (Appendix A).

Among the key issues that ULAC identified include the following:

- The University has a new (2016) mission/vision statement (Appendix B) that places considerable emphasis on the teaching and learning mission. The GE needs to align with the new mission/vision.
- The current GE model was developed when the entire University had open admissions. It no longer does. The Columbus campus now has selective admissions and that situation has affected GE enrollments. However, continued open admissions at the regional campuses needs to be addressed in the GE structure.
- Most of our current faculty were not involved in the development and implementation of the current GE. They represent the future of the University and need to help determine what the GE should be going forward.
- Statewide access/success initiatives, administered through the Ohio Department of Higher Education (ODHE), focusing on institutional transfer, mean that many students enter the University – no matter the path – with a growing amount of credit – much of it GE credit. The University must be – and is – compliant with that reality. Sources of that transfer credit include the Ohio Transfer Module, Transfer Assurance Guides, and College Credit Plus (dual enrollment).
- The current model has been in place for three decades without substantial review and revision. Such a situation is not appropriate/acceptable for any curricular program. Indeed, our regional

accrediting body – the Higher Learning Commission - as well as ODHE, have expectations about GE, notably student learning outcomes, and this dimension of our GE needs strengthening.

Moreover, as ULAC notes, “these considerations relate to broader structural issues such as simplification, coherence, and attention to a more unified model across the colleges.”

CAA endorsed the ULAC recommendation in December 2016, and in January 2017, a 28-member Committee, representing more than 20 academic and academic support units, was established. The Committee worked in three stages.

First, from February to May 2017, it held 30 listening sessions at the Columbus and regional campuses, attended by approximately 800 faculty, staff, and students. The goal was to learn what members of the University community believed a GE program should include going forward.

Second, from May through October 2017, the Committee held meetings where it discussed the input it had received, reviewed general education programs at other, including peer, institutions, and assessed relevant literature and national-level activities related to general education.

The GE Review Committee worked through three subcommittees, and simultaneously met with the leadership of academic units (such as English, Mathematics, Statistics, the language departments), and distinctive academic programs (such as Service Learning, Study Abroad, Undergraduate Research) that have had, or now have, central roles in general education at the University. The Committee developed a draft proposal for a new structure for general education.

The third stage, from October to December 2017, focused on the Committee presenting its recommendations at 30 discussion sessions with more than 1000 attendees. Included were sessions with curricular decision-making bodies in all the undergraduate colleges, advisers, Undergraduate Student Government, the Council of Graduate Students, and on all four regional campuses. Particular attention was given to discussions within the College of Arts and Sciences, where historically and currently most of the courses for GE have been offered. Thus there were meetings with the Arts and Sciences’ Faculty Senate and its college Curriculum Committee, the leadership of all the academic units within the College – department chairs, and school directors - as well as an open meeting for Arts and Sciences faculty, staff and students. In addition a dedicated web site for the review was established that included a location for public comments.

Having two phases of input/feedback to the Committee – first before it began to develop recommendations, and then again once draft recommendations were ready - is a distinctive approach not routinely adopted by Committees of this type at this University. The Committee’s initial recommendations were revised based on that input. The Committee acknowledges that impact on its work and expresses its gratitude to all who have contributed to the development of this Report.

Throughout the review process the Committee identified a set of “implementation” issues. That list was supplemented by issues raised in meetings in the third phase of the review. Prior to issuing this Final Report, the Committee established a work group, colleagues from within and outside the Committee, whose professional responsibilities relate to those areas where issues emerged, to help develop

responses to them. The Final Report has, embedded in it, changes to the draft report based on that input.

Guiding Principles

Throughout its work, based on input from the University community and its own deliberations, the Committee developed, and adhered to, the following set of guiding principles:

1. Develop the best GE program for the success of the University's undergraduate students – a well-defined program itself, but also aligned with the major program(s), so that both can better prepare our students for the lifetime of experiences and careers that they will have.
2. Produce a cohesive, integrated GE program with clear learning outcomes that, through foundational and thematic components, leads to an understanding of various modes of inquiry, ensures disciplinary breadth, and addresses modern, rapidly evolving, technological literacy.
3. Create an intentional multi-year ongoing program integral to the student experience that includes both a strong introduction and a late-program reflection component.
4. Produce flexibility across campus and within programs, to ensure effective student progress, to accommodate changes in college or major, and inclusive academic unit participation.
5. Embed assessment mechanisms throughout the development and implementation of the GE to monitor its progress and student success.

The Report is presented in three main parts:

- A statement on **Goals and Learning Outcomes for the Educated Global Citizen**. It is an updated version of the 1987 foundational document (Appendix C) used for the current GE.
- A proposal for a **new structure** for the GE that maintains some elements of the current GE combined with new components. Learning outcomes for the entire GE program and each of its components are specified.
- An overarching request that a new GE program be elevated in **stature/importance** within the University as an important component of all undergraduate students' academic experience at The Ohio State University.

I: A GENERAL EDUCATION PROGRAM

The current GE has, as its foundational document, a 1987 report on the "Attributes of an Educated Person" (Appendix C) produced by a University-wide committee chaired by Professor Gerald Reagan (then-College of Education). That document helped shape the basic structure of the GE curriculum today

– the first version of it developed by another University-wide Committee chaired by Professor Charles Babcock (then-College of Humanities).

However, the current GE (Appendix D – the Bachelor of Arts and Bachelor of Science examples) is not a formal program, with program goals and learning outcomes, although each of its constituent parts has them. Expectations placed on the University by its regional accrediting body, the Higher Learning Commission, and by the Ohio Department of Higher Education, include having a GE program with goals and outcomes that are regularly being assessed.

To address this issue, as a point of departure, the General Education Review Coordinating Committee reviewed the 1987 document, found it to be appropriate and relevant for a revised GE program today, but needing some updating, and a greater level of specificity so that it can be effectively and regularly assessed. Based on its own deliberations and with input from the listening sessions, the Committee revised that document and added learning outcomes for the entire GE program.

Goals and Learning Outcomes for the Educated Global Citizen

The Ohio State University's general education program enables students to acquire and develop a breadth of awareness, knowledge and skills that cross disciplinary boundaries and extend to areas outside specialized study programs.

General Education is designed to develop and refine certain qualities, abilities and characteristics that prepare its students to be engaged, resilient, and adaptable citizens and leaders for life; to develop an engagement with and an ability to apply a range of important modes of human thought and inquiry; and to examine significant aspects of the human condition in local, state, national and global settings today, and in the foreseeable future.

GOAL 1: Successful students will demonstrate certain qualities, abilities and characteristics that prepare them to be engaged citizens and leaders for life.

EXPECTED LEARNING OUTCOMES: Successful students will, prior to graduation, be able to

- Compose texts for a wide range of purposes and audiences using a variety of genres and modalities;
- Speak effectively for a wide range of purposes and audiences using a variety of genres and modalities;
- Read and listen with comprehension;
- Locate, identify, and use information from credible sources;
- Engage in critical and logical thinking and critical analysis;
- Devise informed and meaningful responses to problems and arguments based on the interpretation of appropriate evidence;
- Optimize the use of technology to create effective and efficient practices to manage various aspects of professional life;

- Make informed aesthetic judgments;
- Formulate considered and reasoned ethical decisions;
- Transfer learning to novel situations and applications; and
- Work collaboratively with others to achieve shared goals.

Goal 2: Successful students will engage with and apply a range of important modes of human thought and inquiry.

EXPECTED LEARNING OUTCOMES: Successful students will, prior to graduation, demonstrate the ability to analyze, value, and explain

- The nature and methods of modern mathematical, scientific and social scientific knowledge;
- The development and application of a refined historical, artistic and literary consciousness;
- The need for integration across disparate disciplines when considering societally important topics; and
- The importance of research, inquiry, creativity, and discovery.

Goal 3: Successful students will be educated global citizens who can examine significant aspects of the human condition in local, state, national, and global settings today, and in the foreseeable future.

EXPECTED LEARNING OUTCOMES: Successful students will, prior to graduation, be able to

- Describe and analyze U.S. institutions, the cultural traditions that have formed and informed our nation and the pluralistic nature of U.S. society;
- Engage in a discussion of other nations, cultures, and issues of global interdependence;
- Explicitly examine and value various expressions and implications of diversity, both within and beyond U.S. society;
- Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world;
- Describe and apply skills needed to maintain resiliency and personal well-being in contemporary society;
- Plan for professional and career development; and
- Participate in a culture of engagement and service.

II: The Model

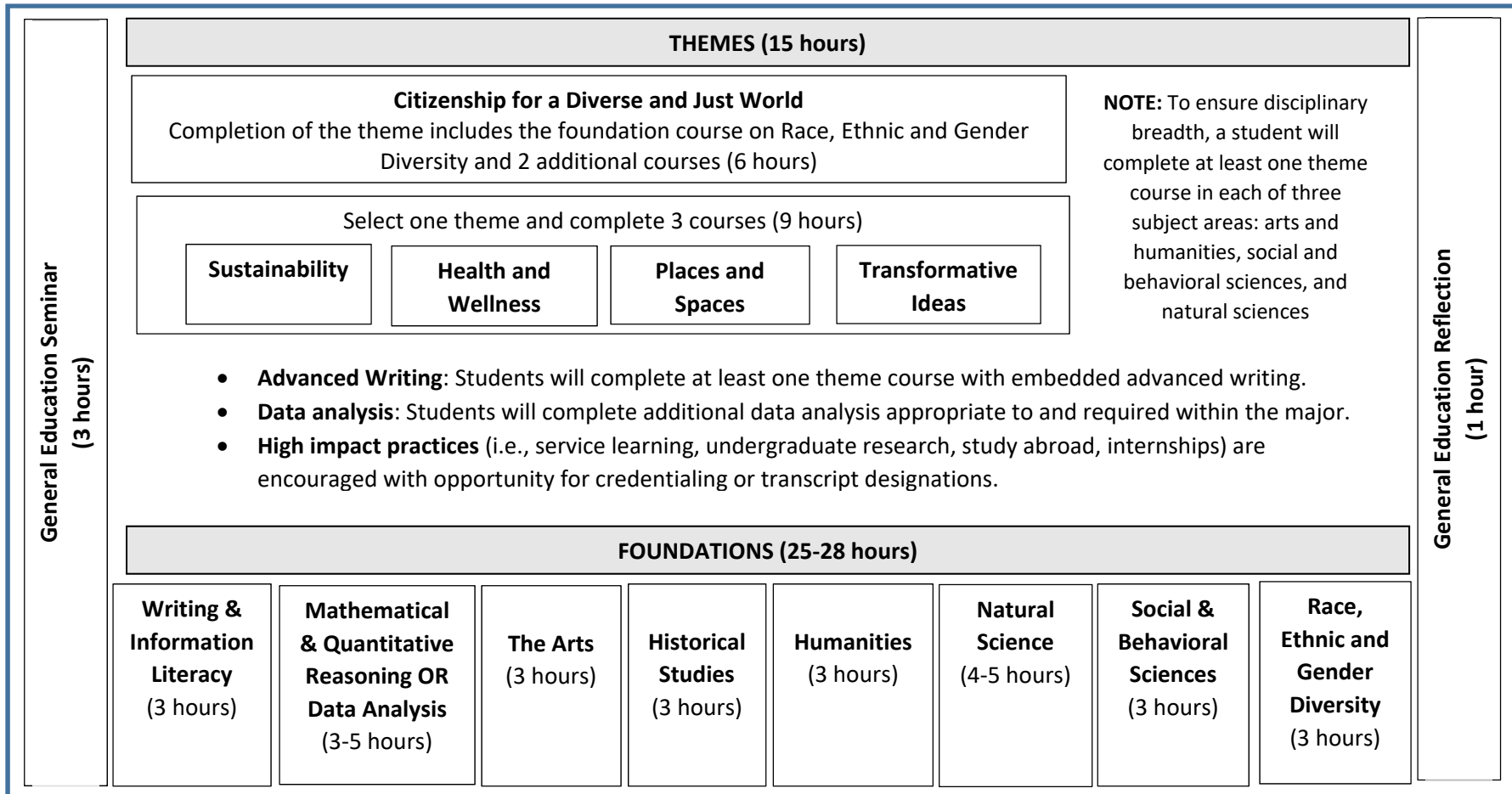
The proposed model (Figure 1) is developed to provide courses and learning experiences through which students will accomplish the program goals. It has three main components. Students will complete 44-

Figure 1

General Education Program Structure (44-47 hours)

Successful students will:

- demonstrate certain qualities, abilities and characteristics that prepare them to be engaged citizens and leaders for life
- engage with and apply a range of important modes of human thought and inquiry
- be educated global citizens who can examine significant aspects of the human condition in local, state, national and global settings today, and in the foreseeable future.



The University Survey (1 hour) and the General Education Seminar (3 hours) will be coordinated to support a successful first year

47 credit hours – approximately one third of the 120 credit hour degree requirement for a Bachelor’s degree. All undergraduate colleges, and thus all undergraduate students, will complete this model. This approach will lead to more academic opportunities for students by opening hours in the “elective” part of their programs – for more minors and double majors.

FOUNDATIONS (25-28 credit hours)

This component of the model represents areas that ensure that students can achieve learning outcomes associated primarily, but not exclusively, with the program goals of “qualities, abilities and characteristics,” and “important modes of human thought and inquiry.” These areas align closely with the current GE but with a reduced credit hour requirement. These areas also align closely with the Ohio Transfer Module (OTM), a long-established requirement that permits students to bring transfer credit from the other public institutions in Ohio and have it apply to the GE at the University. That characteristic also aligns it with the most common areas of college credit plus (dual enrollment).

Students will complete 3 credit hours in each of the foundation areas, except Natural Science, where students will complete 4-5 credit hours (including an experiential component), and Mathematical and Quantitative Reasoning, where students may complete a 3 or 5 credit hour course.

A growing number of students will come to the University with many of the credit hours for Foundations completed. If the credit hours for Foundations are not complete at the time of admission to Columbus or a regional campus, or through transfer credit, then students will complete the credit hours for Foundations at Ohio State.

The University will have a distinctive feature in its foundations – the requirement for a course on Racial, Ethnic, and Gender Diversity. This course aligns directly with the University’s commitment to diversity as articulated in its new mission/vision statement.

Writing and Information Literacy (3 hours)

Students develop skills in reading and critical thinking, as well as written, oral, and visual communication and expression for a range of purposes and audiences using a variety of genres and modalities. Courses will provide the opportunity for students to develop information literacy through discovery of and engagement with a range of texts, including developing and employing strategies for critical evaluation of information; consulting appropriate general information sources; incorporating ideas from sources effectively, and employing appropriate textual conventions, including proper attribution of ideas and/or sources. Courses will provide students the training to communicate effectively through composition of multiple texts that build on one another, including generating ideas through critical analysis of a range of sources; considering and incorporating other perspectives, and composing texts for a range of purposes and audiences using multiple genres and modalities.

Expected Learning Outcomes:

Upon successful completion of the approved courses, students will be able to

1. Compose texts for a wide range of purposes and audiences using a variety of genres and modalities;
2. Communicate effectively for a wide range of purposes and audiences using a variety of genres and modalities;
3. Read and listen with comprehension;
4. Locate, identify, and use information from credible sources;
5. Engage in critical and logical thinking and critical analysis;
6. Devise informed and meaningful responses to problems and arguments based on the interpretation of appropriate evidence.

Mathematical and Quantitative Reasoning OR Data Analysis (3 – 5 hours)

Successful students will be able to apply quantitative reasoning and mathematical analysis methodologies to understand and solve problems.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to

1. Use mathematical and/or statistical concepts and methods such as formulas, graphs, tables, schematics and probabilities to construct formal models corresponding to real world situations.
2. Utilize mathematical and/or statistical concepts that underlie formal models to express and manipulate properties and data symbolically, visually, numerically and verbally.
3. Investigate properties of formal models and draw inferences from them; in the case of statistical models, use concepts of probability to explain properties and draw inferences.
4. Use the relationship between real world situations with formal models along with mathematical and/or statistical analysis to solve problems.
5. Assess the appropriateness of answers to quantitatively formalized problems and recognize the limitations of mathematical and/or statistical methods.

The Arts (3 hours)

Students evaluate significant works of art in order to develop capacities for aesthetic, cultural and historical understanding, response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and creative writing; experiencing the arts and reflecting on that experience. Courses will provide students the tools needed to experience and reflect on significant works of visual, spatial, literary and/or performing art, and to communicate their interpretation and evaluation of that art.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to

1. Analyze, appreciate, and interpret significant artistic works.

2. Engage in informed observation and/or active participation in a discipline within the visual, spatial, literary and performing arts.

Historical Studies (3 hours)

Students recognize how past events are studied and how they influence today's society and the human condition. Courses will provide an opportunity for students to examine a wide range of representations, constructions, and repositories of historical issues and events, as presented in multiple forms of discourse. Students will engage in the various modes of historical inquiry.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to

1. Construct an integrated perspective on a historical period and the factors that shape human activity and ideologies;
2. Describe and analyze the origin of selected contemporary issues;
3. Speak and write critically about primary and secondary historical sources by examining diverse interpretations and representations of past events and ideas in their historical contexts.

Humanities (3 hours)

Students evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. Courses will provide students the tools necessary for understanding the human condition, including modes of human communication and expression, cultural development, literary representation, and the ways in which ideas and beliefs are formulated.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to

1. Analyze and interpret major forms of human thought, culture, and expression;
2. Evaluate how ideas influence the character of human beliefs, the representation and perception of reality, human expression, and the norms that guide human behavior.

Social and Behavioral Science (3 hours)

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. Courses will engage students in the theoretical insights and scientific study of human behavior at both the micro (individual) and macro (societal) level.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to:

1. Apply the theories and methods of social scientific inquiry to the study of individuals, groups, organizations, political entities, or the distribution of resources;
2. Recognize and describe differences and similarities in social and cultural contexts;
3. Explain how political, economic, or social factors can impact social problem solving and policy making;
4. Analyze the political, economic, and social trade-offs reflected in individual decisions and societal policymaking.

Race, Ethnic, and Gender Diversity (3 hours)

Students understand the importance of diversity and difference to exercising liberty, both in the United States and across the world. Courses will provide students the tools to engage in a systematic assessment of how historically constituted categories like race, ethnicity, and gender shape perceptions, individual outcomes and broader societal (political, economic, and cultural) dynamics.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to;

1. Describe and evaluate the roles and representations of such identity categories as race, ethnicity, and gender;
2. Analyze some of the political, economic, literary, cultural, physical, social, and/or philosophical aspects of diversity both within the United States and/or in one or more of the world's nations, peoples and cultures outside the U.S.;
3. Recognize the role of social, national, and international diversity in shaping their own attitudes as global citizens who appreciate the equality of others.

Natural Science (4-5 hours)

Students understand the principles, theories, and methods of modern science, the relationship between science and technology, the implications of scientific discoveries, and the potential of science and technology to address problems of the contemporary world. Courses will engage students in both theoretical and experiential study within one scientific field, while also illustrating the methods and modes of inquiry used more generally across the natural sciences.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to

1. Explain basic facts, principles, theories and methods of modern science;
2. Describe key events in the development of science and recognize that science is an evolving body of knowledge;
3. Examine the inter-dependence of scientific and technological developments;

4. Recognize social, ethical, and philosophical implications of scientific discoveries and analyze the potential of science and technology to address problems of the contemporary world;
5. Collect data and analyze that data during a significant laboratory or field experience; describe the process of doing science; and describe the power and limits of this process.

THEMES (15 credit hours)

Themes represent a liberal arts approach to broad areas of contemporary importance and relevance that align closely, but not exclusively, with the program goals of “global citizens” and of “important modes of human thought and inquiry.” These themes emerged from discussions within the Committee but primarily from suggestions within the University through listening sessions. The themes represent a unique experience in this Ohio State GE.

All students will complete the “Citizenship” theme – consisting of the foundation course on Racial, Ethnic and Gender Diversity, plus 2 additional courses. “Education for Citizenship” is the University’s motto, and the new mission statement indicates that the University is dedicated to “preparing a diverse student body to be leaders and engaged citizens.”

Students then pick one of four other themes (Sustainability; Health and Wellness; Places and Spaces; and Transformative Ideas) and complete 3 courses in it. These are broadly inclusive topical areas that also align with the mission/vision for a public, land grant, urban, engaged, research university.

Note:

- The specific Expected Learning Outcomes that differentiate the optional themes will be clarified by faculty advisory panels (see p.18) for each theme.
- It is expected that as the GE is assessed continuously, periodically the themes could change.

Expected Learning Outcome for All Theme Courses

Students are expected to

1. Engage in critical and logical thinking and critical analysis;
2. Demonstrate integrative thinking across unique disciplines when considering societally important topics;
3. Describe the importance of research, inquiry, creativity, discovery and the application of appropriate technologies;
4. Examine and apply at least one important mode of human thought and inquiry:
 - a) The nature and methods of modern mathematical, scientific, and/or social scientific knowledge.
 - b) The development and application of a refined historical, artistic, and/or literary consciousness.

Citizenship for a Diverse and Just World

Students understand the individual's role in a diverse society, and how individuals operate in the world focusing on issues of the locality and the state, as well as of the nation and the global world.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to

1. Address the Expected Learning Outcomes for all theme courses (see above);
2. Formulate considered and reasoned ethical decisions;
3. Explicitly examine and value various expressions and implications of diversity, both within and beyond U.S. society;
4. Describe and analyze U.S., state, and local institutions, the cultural traditions that have formed and informed the nation, and the pluralistic nature of U.S. society;
–or–
Engage other nations, cultures, and issues of global interdependence.

Sustainability

Students understand how human and natural systems interact, how human well-being depends on these interactions, gain motivation to engage in potential solutions, and stewardship of resources.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to

1. Address the Expected Learning Outcomes for all theme courses (see above);
2. Describe, analyze and critique the roles and impacts of human activity or technology on both human society and the natural world;
3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence.

Health and Wellness

Students understand health and wellness from a variety of perspectives inclusive of causes of disease, disease prevention, optimum wellness, community health, and health systems. Students can discern health systems and organizations and understand the physical, mental, cultural, social, career and financial aspects of personal health and wellness.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to

1. Address the Expected Learning Outcomes for all theme courses (see above);
2. Describe and apply skills needed to maintain resiliency and personal well-being in contemporary society;
3. Explore and analyze health and wellness from theoretical, scientific, socio-economic, technological, policy, and/or personal perspectives.

Places and Spaces

Students understand issues related to humans and their lived environments through both objective and subjective lenses inclusive of physical, biological, cultural and aesthetic space that individuals occupy, and the relationship between humans and their natural environment.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to:

1. Address the Expected Learning Outcomes for all theme courses (see above);
2. Describe, analyze and critique the roles and impacts of human activity or technology on both human society and the natural world;
3. Examine the interaction between human activity and cultural relationships and representation of specific places and/or types of spaces with which humans interact.

Transformative Ideas

Students understand ideological or technological innovations that have led to major and long-lasting societal changes, including the context leading to those innovations, how they developed and spread, and the impact on the world.

Expected Learning Outcomes

Upon successful completion of the approved courses, students will be able to

1. Address the Expected Learning Outcomes for all theme courses (see above);
2. Describe, analyze and critique the impact that a “big idea” or technological advancement has had in creating major and long lasting change;
3. Explore, analyze and evaluate the context(s) leading to those innovations, how they were developed and spread, and their impact.

The structure proposed for the Themes includes three additional recommendations:

Advanced Writing

- Additional instruction in writing will take place in Theme courses that will be reviewed and approved as having an embedded advanced writing component. Students will be required to complete at least one Theme course with an embedded advanced writing component. A committee of appropriately trained faculty should provide oversight of such courses, working with the Arts and Sciences Curriculum Committee and guided by the information provided in Appendix E.

Disciplinary Breadth

- In order to ensure disciplinary breadth, a student is required to complete at least one Theme course in each of three subject areas: arts and humanities; social and behavioral sciences; and natural sciences.

High Impact Practices

- Courses that incorporate high impact practices (ie: service learning, study abroad, research, internships) are encouraged to seek approval within those Themes whose expected learning outcomes are met by those courses.

BOOKENDS (4 credit hours)

Bookends serve the purpose of bringing coherence and a multi-year approach to the GE. All first year students will complete, during the first year, an introductory faculty-taught GE course that introduces them to a content area, while aligning that content area with the broad goals of the GE and with thematic paths through the GE. By the end of the third year, students will complete an electronic portfolio to provide reflection on their GE experience.

General Education Seminar (3 hours)

Students explore a contemporary topic, issue, idea, or problem from a multidisciplinary perspective with leading faculty experts, in a small seminar setting. Students understand the structure and value of the general education program and recognize the attributes of an educated global citizen.

Expected Learning Outcomes

Successful students will, upon successful completion of the General Education Seminar, be able to

1. Engage in critical and logical thinking and critical analysis;
2. Locate, identify and use credible sources of information to make effective arguments;
3. Devise informed and meaningful responses to problems and arguments based on the interpretation of appropriate evidence;

4. Optimize the use of technology to create effective and efficient practices to manage various aspects of professional life;
5. Work collaboratively with others to achieve shared goals;
6. Value the need for integration across disciplines;
7. Analyze how integration of multiple disciplines enhances liberal arts education;
8. Collect and begin reflecting on artifacts from their own work in a learning portfolio;
9. Explain the value of a well-rounded, global liberal arts education;
10. Connect their intended general education plan to their career and life goals.

General Education Reflection (1 hour)

Students reflect on their learning across all general education courses and use the artifacts collected in their e-portfolio to demonstrate achievement of all learning outcomes. In addition to the listed expected learning outcomes, the reflection element of the e-portfolio allows students to demonstrate how their thinking has evolved and been shaped over the course of their undergraduate studies.

Expected Learning Outcomes

Successful students will, upon successful completion of their General Education Reflection, be able to

1. Compose texts for a wide range of purposes and audiences using a variety of genres and modalities;
2. Optimize the use of technology to create effective and efficient practices to manage various aspects of professional life;
3. Transfer learning to novel situations and applications;
4. Integrate across disparate disciplines when considering societally important topics;
5. Explain the importance of research, inquiry, creativity and discovery;
6. Describe and apply skills needed to maintain resiliency and personal well-being in contemporary society;
7. Plan for professional and career development.

Implementation Issues

Throughout its own work, and through interaction with the University Community in both the listening (Spring 2017) and draft proposal discussion (Autumn 2017) stages of the review process, the Committee identified a set of implementation issues. The following recommendations emerge from that dialogue. The Committee found strong support for each from across the University community.

1. There is no distinction in the model between GE requirements for BA and BS degrees.
2. A college can institute an additional college-wide requirement with approval by the College curricular approval process, and the Council on Academic Affairs.

3. The data analysis component of the Foundations should be supplemented with a data analysis requirement appropriate to and within the major.
4. 9 credit hours of overlap between the GE and the major program may occur.
5. 6 credit hours of overlap between the GE and the minor program may occur.
6. GE credit hours can be used to meet pre-requisites or preparation for a major if the courses involved meet the expected learning outcomes of the relevant GE category.
7. A course may be approved for use within multiple themes, or to meet two disciplines within a theme, but a student must use unique distinct courses to satisfy each component of the theme requirements.
8. Students are encouraged to use the GE seminar to explore the range of disciplines and modes of thought represented at the University.
9. The GE Reflection experience is distinct from any capstone requirement within a major; however, multiple capstone requirements can be coordinated if expected learning outcomes permit.
10. GE course approval should remain with the Arts and Sciences Curriculum Committee, and the ULAC will continue broad University-level oversight. In addition, faculty panels should be convened for each of the Theme areas – composed of experts in the field(s) across all colleges at the University - who could advise academic units on the development of courses within the Themes before any formal curricular review/approval occurs. Individual courses would be approved for a specified time frame – perhaps 5 years – and then need to be reviewed for continued inclusion.
11. The GE will be fully assessed as a program and by category on a continuing basis from the date of its implementation.
12. Co-teaching across academic departments/schools and colleges will be encouraged and supported.
13. As a way to promote affordability and access, instructors should consider low to no cost course materials through the support of the University Libraries and the Affordable Learning Exchange. These types of course materials include Open Education Resources (OER), library licensed databases, eBook and rental textbooks.
14. As the University adopts an updated GE format, academic units and instructors should continue to explore and deliver relevant and appropriate online GE offerings to help meet the flexibility demands of students and interests of faculty.

15. Each regional campus will determine the number of themes that will be able to be completed on that campus.

III: Elevating the Status of General Education in the Undergraduate Academic Experience

When the current GE was established, and for several years thereafter, it was seen as important to, and given attention by, the tenure track faculty involved in the University's instructional mission. There was robust discussion of its implementation. With time that changed. No formal assessment activities occurred until almost a decade after its implementation. When the current responsibility based budget model - an enrollment driven model – was introduced a decade ago, decision making about the GE became and remains a sensitive budget matter for all those offering GE courses.

The Committee believes that the University faculty from all units needs to recommit to the importance of a GE requirement as a central part of the undergraduate experience.

To enhance the position and visibility of the GE going forward, the Committee recommends that

- The University establishes a faculty lead for the GE program – someone to be the face/voice of the GE for both faculty and students both within and outside the University. This should be a tenured faculty member from the College of Arts and Sciences who will report to the Vice Provost and Dean of Undergraduate Education; will Chair the University-level Advisory Committee (ULAC) to the GE; will represent the University at statewide meetings related to the GE hosted by the Ohio Department of Higher Education; and will attend national level gatherings on GE such as those held by the Association of American Colleges and Universities (AAC&U).
- Training and instructional support be provided for all GE instructional faculty and graduate teaching associates.
- Colleges be encouraged to engage in intentional College-level planning for GE offerings by departments, schools and programs within them to best utilize college-level resources and expertise.
- There will be an annual meeting of all those involved in GE instruction - perhaps by GE category - so that information about teaching/learning within the GE may be shared and progress may be monitored. The Vice Provost and GE faculty lead could convene these meetings.
- Aspects of the GE will be embedded in ongoing annual conferences at the University: the Assessment Conference, the Advising conference, the Focus on the First year Conference, and the Innovate Conference held by the Office of Distance Education and e-Learning. With time, the inter-relationships among these conferences needs to be assessed, and it can be determined if a GE Conference itself is needed periodically.

- The GE has an accessible, easily interpretable web site that allows students to search for approved GE courses by course content and theme (rather than course number and prefix).
- The University, through ULAC, will consider identifying a set of undergraduate freshmen who would become a standing advisory committee to ULAC over their 4 years at the University – identifying the GE courses they are selecting and why, and providing ongoing feedback on their experiences.

MEMORANDUM

From: Kevin Evans, Chair,
University Level Advisory Committee (ULAC) on the General Education

To: Council on Academic Affairs

Subject: Review of the General Education Program

Date: October 31, 2016

Attached is a document produced and supported by the University-Level Advisory Committee (ULAC) on the General Education (GE) Program. It recommends that the Council on Academic Affairs initiate a University-wide review of the GE beginning this (2016-17) academic year.

The recommendation is based on ULAC's own insights through its continuous monitoring of the GE over the past decade, but also on its recent discussions about several contemporary issues that have aligned to prompt such a review. Moreover, in March 2016, Bruce A, McPheron, now-Executive Vice President and Provost, suggested that a review may be warranted.

The document provides a brief history of the current GE, identifies a set of issues that serves as a rationale for review, and proposes a process to do so.

General Education Review

Background:

Initiated by President Edward Jennings, the current general education program was established in 1988, as the General Education Curriculum (GEC), and emerged from a 3-step process:

- a position paper on the nature of general education (known as the Reagan Report);
- a proposal for a general education curriculum structure (known as the Babcock Report); and then,
- the submission, to the Council on Academic Affairs (CAA), of a proposal to implement that structure by each of the undergraduate colleges. The then-five Arts and Sciences colleges submitted their collective proposal first, followed by each of the other colleges. Once approved by CAA, each received formal action by the University Senate.

The model had eight content-based categories, each with specified learning outcomes. The colleges proposed courses within each category from which the student would choose. The main variations among the colleges were that Arts and Sciences had a foreign language requirement and most other colleges did not; and some colleges had greater specificity of course options within the categories based on alignment with the content of their major programs.

The GEC was administered through the Arts and Sciences Curriculum Committee. Formal reviews, by “special University-wide committees,” occurred in 1996, 2002, and 2007. None produced any substantial structural changes to the model. However, the 2007 review led to a reduction in some of the categorical requirements; the establishment of the “additional breadth” category; and a reduction in the total degree hours from 191 to 181 (or 180 in some colleges). The GEC became the GEC-Revised (abbreviated to GEC-R).

Importantly, in 2007, as an outcome of the last review, a University-wide Committee – the University-level Advisory Committee (ULAC) for the general education curriculum was established.

Semester conversion (2009-2012) did not include a wholesale review of the GEC-R. However, through ULAC the “additional breadth” and “issues of the contemporary world” categories were dropped; the history requirement was revised; and an “open options” category (including service learning and education abroad) was created. The GEC-R became GE (General Education).

The Issues:

After nearly a decade-long review of the GE – for example, monitoring enrollment trends and assessment results – and discussion within the Committee since Spring 2016, ULAC recommends to the Council on Academic Affairs that a formal campus-wide review of the GE begin immediately. The rationale for doing so is based on the following considerations.

- The current GE has been in place for nearly 30 years without substantial review and revision. That situation is not appropriate for any curricular program.

- Within the University a revision to the GE needs to align with the new mission/vision statement and growing attention overall to its teaching and learning mission. Indeed, a new University-level Teaching and Learning Institute has just been established.
- The GE was developed by a generation of faculty many of whom are no longer with the University. Most of our current faculty were not involved in its development and implementation and need to be given the opportunity to help determine what the GE should be going forward.
- The GE was developed when the University had an open admissions policy and there were questions about the level of student preparedness that the GEC was designed to help address. Today, with the selective admissions process well established, students are better prepared for university-level work and the GE component of their undergraduate program needs to be aligned accordingly. The University needs to understand more clearly current state-wide K-12 content standards and assessments - that affect the academic expectations placed on our students at the pre-collegiate level. How do these educational changes affect the sequencing of GE courses (first year, second year, beyond) within our undergraduate programs?
- Statewide initiatives administered through the Ohio Department of Higher Education, such as College Credit Plus (dual enrollment), and an increasing number of students taking Advanced Placement and other related types of credit while in high school, have resulted in many students entering the University with a large amount of credit – much of it GE credit – completed. Transfer students entering with similar credit represent a large part of our enrollment profile. These students, through the Ohio Transfer Module (OTM) bring credit with them that must be transferred and applied, primarily to our GE requirement. These initiatives will continue.
- Computing technology is now ubiquitous throughout the University's learning environment. Instructors and students are immersed in a digital world, operating within a rapid and instant information age. Our connectedness allows new forms of engagement and instruction via varied implementations of blended, flipped, or online learning. The University has expanded undergraduate and graduate level online course and program offerings in the past five years and continues to explore new opportunities. How does that affect the content and the method of GE instruction going forward?
- Our institutional accrediting body – the Higher Learning Commission – has expectations about general education, notably student learning outcomes assessment, and this dimension of the GE needs strengthening.

Overall these considerations relate to broader structural issues such as simplification, coherence, and attention to a more unified model across the colleges.

Stated simply, The Ohio State University, through its faculty and students, needs to determine what it wants its GE to be at this point in its history - with its current faculty and students – and in alignment with relevant statewide initiatives, including the Ohio Transfer Module (OTM).

Such a review can be aided by an examination of recent GE reviews at other, notably peer, institutions, as well as a well-established and ongoing national level dialogue about GE most effectively led by the Association of American Colleges and Universities (AAC&U).

The Process:

The process needs to be inclusive, faculty driven, with substantial input from students and staff, notably advisers, all campuses, and include alumni and our major transfer partner, Columbus State Community College (CSCC).

The University Senate leadership will be consulted on process issues at each stage of the review.

- The Council on Academic Affairs recommends a GE review (11/16)
- A GE Review Committee is established with membership (12-15) from ULAC, CAA, and faculty and students from across the University. Members should include at least one adviser, one representative from a regional campus, and one representative from XSCC. Committee to be led by two faculty fellows. (11/16)
- Review Committee: (11/16-3/17)
 - establishes and runs a set of listening sessions with the following constituencies: undergraduate students, faculty, college curriculum committees, graduate teaching associates, Deans, University Senate committees and other groups as determined. Such sessions provide background on the rationale for the review and potential options for moving forward, as points of departure.
 - develops a website for monitoring of, and input to, the process.
 - develops online surveys of faculty, students, staff, alumni, for input
 - may form subcommittees as needed.
- Review Committee develops a broad structure for the GE and distributes a draft to constituencies that provided input for reactions. (4/17)
- Review Committee makes recommendation to CAA (5/17).
- CAA determines components of approval process (AY 17-18) and implementation (date to be determined).

Mission/Vision Statement

AUTUMN 2016

VISION

The Ohio State University is the model 21st-century public, land grant, research, urban, community engaged institution.

MISSION

The University is dedicated to:

- Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

We understand that diversity and inclusion are essential components of our excellence.

VALUES

Shared values are the commitments made by the University community in how we conduct our work. At The Ohio State University we value:

- Excellence
- Diversity in people and of ideas
- Inclusion
- Access and affordability
- Innovation
- Collaboration and multidisciplinary endeavor
- Integrity, transparency, and trust

CORE GOALS

Four institution-wide goals are fundamental to the University's vision, mission and future success:

Teaching and Learning: to provide an unsurpassed, student-centered learning experience led by engaged world-class faculty and staff, and enhanced by a globally diverse student body.

Research and Innovation: to create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and toward solutions of the world's most pressing problems.

Outreach and Engagement: to advance a culture of engagement and collaboration involving the exchange of knowledge and resources in a context of reciprocity with the citizens and institutions of Ohio, the nation, and the world.

Resource Stewardship: to be an affordable public university, recognized for financial sustainability, unparalleled management of human and physical resources, and operational efficiency and effectiveness.



ATTRIBUTES OF THE EDUCATED PERSON

To achieve the aims of education, there are certain capacities and understandings, certain qualities, abilities, and characteristics, which are part of what we understand as the liberating process a university is particularly suited to develop, nourish, and hone. Primary among these capacities is the ability to write and speak with clarity and precision; to read and listen critically and with comprehension. Of the same order is the ability to engage in careful logical thinking and critical analysis, including the abilities that permit intelligent responses to problems and arguments which involve quantitative data.

An understanding of and appreciation for the important modes of human thought and inquiry are crucial characteristics of a liberal education. An understanding of the methods of modern science and social science, the effect of science and technology on the natural and social environment, and the nature of mathematical knowledge constitutes part of this knowledge. The development of a refined historical, artistic, and literary consciousness is a further part. A liberal education should also develop and sharpen the capacity and confidence to make informed and discriminating ethical and aesthetic judgments.

We believe that a liberal education in a university in our own nation today should foster an understanding of American institutions and the pluralistic nature of American society. It should also promote an understanding of the global interdependence of the modern world and should ensure facility with at least one language other than English. Finally, we think that an American university should seek to develop a deep appreciation for the cultural traditions that have formed and informed our nation and to develop a sense of the place of other cultures in world history.

The Committee is well aware that an attempt to capture in three brief paragraphs the important attributes of the ideal of the educated person is an enterprise which wise people would likely avoid. The brevity and generality are likely to suggest to some that virtually any aspect of the curriculum could be justified as a legitimate part of general education. Others are

likely to see the lack of specificity as a potential threat that some favored discipline or sub-discipline may be excluded. However, we begin with a fairly general statement describing the attributes of an educated person in order to facilitate thinking anew about means to achieve these educational ends. Such thinking must go beyond examination of existing courses. It should consider reshaping of curricula including structure, format and length of courses; methods of instruction; support for instruction; enhancement of faculty preparation to teach in the general education programs; better utilization and training of teaching associates; modifications of the reward system and faculty perceptions of that system; and modification of resource allocation to encourage improvements in general education without constraining our efforts to excel as a national leader in research and graduate instruction.

RATIONALE

In the paragraphs that follow, the Committee provides the rationale for the attributes of the educated person which we believe our general education should be structured to develop.

The abilities to read and listen with comprehension and critical acuity are requisite to the gaining of knowledge in a university setting. The ability to express oneself with clarity, both orally and in writing, provides the deepest proof of understanding. Only through such expression can one demonstrate the powers of careful thinking and critical analysis. Further, we recognize that writing especially is a



General Education Requirements for the Bachelor of Arts Degree

Semester Curriculum

(also applies to Bachelor of Arts in Journalism)

Spring Semester 2018

The following degree requirements apply if you began your career as a regularly enrolled college student at Ohio State summer term 2012 or later.

Note: if one or more full terms (excluding summer) have elapsed between any two successive terms of enrollment at Ohio State, you must fulfill the requirements for the degree in effect at the time of reenrollment.

The following degree requirements are effective spring semester 2018. Check the web site <https://artsandsciences.osu.edu/academics/current-students/advising/ge> for updated information. Consult your advisor before making enrollment decisions.

Your Responsibility as a Student

You are responsible for knowing the published policies governing the curriculum you are pursuing, as well as the regulations and procedures of the college and the university. The Bachelor of Arts and Bachelor of Arts in Journalism curriculum sheet should be used in conjunction with the degree planning information and college policies, published online, at <https://artsandsciences.osu.edu/academics/current-students/advising/support>.

Bachelor of Arts (BA) and Bachelor of Arts in Journalism (BA Jour) Majors

The information contained in this curriculum sheet pertains to students following one of the majors listed below. In addition, each Arts and Sciences division offers the interdisciplinary honors contract and the personalized study program majors.

Arts and Humanities BA Majors

African American and African Studies
Ancient History and Classics
Arabic
Art (admission is selective)¹
Arts Management
Chinese
Classics
Comparative Studies
English
French
Film Studies
German
Hebrew
History
History of Art
Islamic Studies
Italian
Japanese
Jewish Studies
Korean
Linguistics
Medieval and Renaissance Studies
Modern Greek
Moving Image Production
Music (admission is selective)¹
Philosophy
Portuguese
Religious Studies
Romance Studies
Russian
Sexuality Studies
Spanish
Theatre
Women's, Gender and Sexuality Studies
World Literatures

¹See the Professional Programs in the Arts curriculum sheet for the Bachelor of Fine Arts (BFA) and the Bachelor of Music (BM) degree requirements.

Natural and Mathematical Sciences BA Majors²

Actuarial Science
Biochemistry
Biology
Chemistry
Computer and Information Science (admission is selective)
Earth Sciences
Mathematics
Microbiology
Zoology

Social and Behavioral Sciences BA Majors

Air Transportation
Anthropology²
Communication (admission is selective)
Criminology and Criminal Justice Studies
Economics²
Geography²
International Studies²
Political Science²
Psychology²
Sociology
Speech and Hearing Science
World Politics

²These majors are also available under the Bachelor of Science (BS) degree. See the Arts and Sciences BS curriculum sheet for the BS degree requirements.

School of Communication BA Jour Major

Public Affairs Journalism (admission is selective)

Goal

Ohio State's **General Education (GE)** is an integral part of an Arts and Sciences education. General education, as embodied in Arts and Sciences, provides the development of knowledge, perception, attitudes, and skills necessary to understand society's traditions and past, its accomplishments and aspirations, its relation and responsibility to the natural world, its diversity and plurality, and its problems and needs. The **goal** is for you to attain a sense of self within society that invites a continuing desire and ability to learn and work with others for future realization of the human potential. Specific goals aimed toward the broader goal of the GE are listed below under the twelve categories of the curriculum.

The College of Arts and Sciences

The College of Arts and Sciences consists of 38 departments and schools offering majors in the arts and humanities, natural and mathematical sciences, and social and behavioral sciences.

Prerequisites

You are responsible for fulfilling all prerequisites to courses in which you enroll. Failure to satisfactorily complete prerequisites may delay graduation.

General College Requirements

■ You must earn a minimum of 121 semester credit hours to earn an Arts and Sciences degree. In addition to the GE, you will complete general college and major requirements and elective course work to reach a minimum of 121 credit hours.

Remedial courses (courses at the 10XX-level or below, and English 1109) and credit hours earned in repeated course work do not count toward the 121 hour minimum requirement for the Bachelor of Arts or Bachelor of Arts in Journalism. Note that you can take both "versions" of cross-listed courses (e.g., Comparative Studies 2214/Sexuality Studies 2214); however, since the two versions are in fact the same course, only one may count toward your minimum degree hours.

The number of hours required to complete the Bachelor of Arts or the Bachelor of Arts in Journalism degree with a given major will depend on your program and goals.

You may need to plan a program of more than 121 credit hours if you wish to complete specific professional or studio training, are preparing for graduate study in certain disciplines, or have multidisciplinary goals.

If the combination of course work for the GE, prerequisites, and your major program totals fewer than 121 hours, you have many options for the remaining hours, called electives. With your elective hours, you could pursue a second major, a minor, or a combination degree program; select a set of courses on a specific topic; engage in an undergraduate research experience; do internships; and/or study abroad. You are urged to meet with your Arts and Sciences advisor to work out a plan that best fits your needs and interests. In no case shall the number of hours required for graduation be fewer than 121.

Within the minimum 121 credit hours, you must have:

- Appendix D**
- A minimum of 111 hours of Arts and Sciences or Arts and Sciences-approved courses. (Arts and Sciences-approved courses include non-Arts and Sciences courses taken toward completion of an officially declared minor program.)

You may count a maximum of 10 hours of non-Arts and Sciences and non-Arts and Sciences-approved course work toward your degree. Of the 10 hours, no more than 4 may be from physical activities courses taught in Kinesiology: Sport, Fitness, and Health Program (KNSFHP); physical activities courses include all 1100-level KNSFHP courses except for 1102, 1103, 1122, and 1137. A maximum of 8 hours of technical credit may be counted toward the 10 hours of non-Arts and Sciences and non-Arts and Sciences-approved course work; however, the combination of KNSFHP, technical, and other non-Arts and Sciences credit hours may not exceed 10.

- A minimum of 39 hours of Arts and Sciences or Arts and Sciences-approved upper-division course work.

Upper-division courses are defined as all Arts and Sciences courses at the 3000-level or above, Philosophy 2500, all courses taught by departments in mathematical and physical sciences (Astronomy and Astrophysics, Chemistry and Biochemistry, Computer Science and Engineering, Earth Sciences, Mathematics, Physics, and Statistics) at the 2000-level and above (except for courses numbered 2194), and world language courses taught in the language at the 2000-level. Your 39 upper-division hours may come from hours earned for the GE, the major, the minor (if applicable), and electives.

- A minimum of 30 credit hours earned through regular course enrollment at Ohio State.
- Regular course enrollment at Ohio State and in the College of Arts and Sciences in your final term.

In addition, you must have:

- A cumulative grade point average (GPA) of at least 2.0 for all work attempted at Ohio State.
- A cumulative GPA of at least 2.0 in your major.
- An application for the degree on file in the Arts and Sciences Graduation Services office in 141 Denney Hall.

General Education (GE) Requirements

The curricular requirements are divided into twelve categories. In fulfilling the GE, you may petition (in advance) with your advisor to substitute upper-division courses that meet the spirit of the GE for courses on the GE. If you have transferred to Ohio State from another institution, you can often fulfill part of the GE with approximately equivalent courses already taken. Your transfer course work will be reviewed in Arts and Sciences Advising, and courses that meet the spirit of the GE will be applied to the GE.

You must earn at least a D in a course for it to fulfill a GE requirement. Courses taken on a pass/non-pass or satisfactory/unsatisfactory basis cannot be used to fulfill GE requirements.

Exclusivity of GE, Major, and Minor Courses

With the exceptions noted below, courses may not be counted on both the GE and the major. A maximum of 6 semester hours on the minor may also count on the GE. If the minor consists of more than 12 semester hours, some overlap with the major may be permitted. Consult your advisor.

Some GE courses are listed in more than one category; with the exceptions noted below, however, GE courses may not be used to fulfill more than one GE requirement.

Courses Used to Fulfill More than One Requirement

Courses used to fulfill the Diversity Experiences category may also count in another GE category or on the major. The course used to fulfill the Data Analysis requirement may also count on the major if the course is at the 2000-level or above and approved by your advisor.

Group Studies and Individual Studies

Group studies (XX94) courses and individual studies (XX93) courses are not acceptable for fulfilling GE requirements except when a specific experimental course has been approved by the Arts and Sciences Curriculum Committee. If a course has been approved, it will be listed on this curriculum sheet.

Requirements for the Major

Your major program must consist of at least 30 semester hours of credit in courses numbered 2000 or above as prescribed by your advisor. Please note that many major programs require considerably more than 30 hours of credit.

You must earn at least a C- in a course in order for it to be listed on your major. However, you must receive a 2.0 cumulative GPA for all major course work. If you earn a D+, D, or an E in a course that is required for your major, the course cannot be counted toward the major. Your advisor will decide if the course should be repeated or if another course should be substituted. Courses taken on a pass/non-pass basis cannot be used on the major.

Your advisor must approve all courses comprising your major. If you change from one major or curriculum to another, consult your advisor. Such changes may result in modifying requirements to such an extent that your date of graduation might be delayed.

At least one-half of the credit hours in the major must be credit from completed Ohio State course work. Note: AP/IB/EM credit and transfer credit from other institutions are not considered to be "Ohio State course work."

If you are pursuing multiple majors, course work may overlap between the majors, provided that each major department allows such overlap and that each major has at least 18 unique (non-overlapping) semester hours. Similarly, if you are planning multiple majors, there may be overlap between major course work and the GE—again, with permission of the major department and at least 18 unique non-overlapping semester hours on each major.

Requirements for a Minor

A minor consists of a minimum of 12 semester hours at the 2000-level and above and a maximum of 18 semester hours. At least 6 hours on the minor must be at the upper-division level. Upper-division courses are defined as all Arts and Sciences courses at the 3000-level or above, Philosophy 2500, all courses taught by departments in mathematical and physical sciences (Astronomy and Astrophysics, Chemistry and Biochemistry, Computer Science and Engineering, Earth Sciences, Mathematics, Physics, and Statistics) at the 2000-level and above (except for courses numbered 2194), and world language courses taught in the language at the 2000-level.

1000-level courses may not be included in a minor. No more than 3 hours of X193 course work may be included in a minor, and no more than 3 hours of courses graded "S/U" may be included in a minor. Up to 6 total credit hours of transfer credit and/or credit by examination may be counted toward a minor. A maximum of 6 semester hours on the minor may also count on the GE.

No grade below a C- will be permitted in courses constituting a minor. However, you must receive a 2.0 cumulative GPA for all minor course work. Courses taken on a pass/non-pass basis may not count toward a minor.

You are not permitted to take a major and minor in the same subject. However, if the minor consists of more than 12 semester hours, some overlap with the major may be permitted. Consult your advisor.

You may pursue more than one minor. Each minor must contain a minimum of 12 unique (non-overlapping) semester hours.

Once a minor program form is on file in the college office, any changes must be approved by the departmental (minor) advisor. Students are strongly encouraged to declare the minor and file the minor program form as early as possible; declaration of the minor and filing of the minor program form must occur at least one term prior to the graduation term.

Requirements for Additional Baccalaureate Degrees

If you are pursuing multiple degrees, you must earn at least 30 additional semester hours for each additional degree beyond the 121 hours required for a single degree, and at least 18 of the additional 30 hours must be Arts and Sciences or Arts and Sciences-approved upper-division course work. If four or more years have elapsed since you earned the previous degree, you must complete 30 semester hours at Ohio State beyond what you earned for that degree. The GE requirements for each degree must be fulfilled. (For example, a student earning both BA and BS degrees is required to complete **calculus** and **a second lab science course**, which are not required for the BA, because such course work is required for the BS.) No overlap between majors, or between the major and the GE, is permitted. You must pursue a major different from the major earned as part of your other degree(s). No more than 6 semester credit hours of any previous minor course work may be used on the major for an additional degree. You must also petition for approval to pursue an additional degree at least a semester before your graduating term. You should consult your advisor regarding the petition process. An approved major program form must accompany the petition. Note: different rules apply to students pursuing multiple professional degrees in the Arts, namely the BAE, BFA, BM, BME, and BSD. See materials specific to those programs for details.

Summary of BA Degree Requirements

Appendix D

GE Hours	46³ – 69
Writing	6
Quantitative and Logical Skills	6 – 8
Natural Science	10
Literature	3
Visual and Performing Arts	3
Social Science	6
Historical Study	3
Cultures and Ideas or Second Historical Study	3
Language Proficiency	0 – 12 ⁴
Open Options	6
Social Diversity in the United States	0 – 3
Global Studies	0 – 6

Major Hours **30 (minimum)**

College Survey 1100 **1**

Minimum semester hours required **121**

Hours required for the GE, your major, College Survey 1100, and available elective hours will bring your total credit hours to the minimum hours required for graduation.

³This value represents the minimum number of GE hours a student would need to earn if that student demonstrated language proficiency beyond the 1103 level in a world language (but did not earn course credit), was required to take the minimum number of hours to fulfill the Quantitative and Logical Skills requirement, and made use of the overlap allowance in the Social Diversity in the U.S. and Global Studies categories. Most students will need to earn more than the minimum number of credit hours.

⁴Course work or proficiency through the third language course (1103) or equivalent is required.

GE Requirements**Symbols**

- Social Diversity in the United States course that also counts in another GE category
- ^L Natural Science course that also has a laboratory component (lab)
- ^A Global Studies course that also counts in another GE category

Honors Courses

In order to enroll in an honors course, you must be an honors student or have instructor permission. Check the course catalogue (course bulletin) at buckeyelink.osu.edu for a full listing of honors courses. (Honors courses are listed only if there is no equivalent, non-honors course available or, in the Natural Sciences, if the honors version has a lab and the non-honors version does not have a lab. Honors courses are marked with an "H" after the course number.)

Writing, 6 hours

The goal of courses in this category is to develop skills in written communication and expression, reading, critical thinking, oral expression, and visual expression.

First Course, 3 hours

English 1110.01, 1110.02, 1110.03

Second Course, 3 hours

Choose one course from the following list.

African American and African Studies 2367.01•, 2367.02, 2367.04•
 Agricultural Communication 2367•
 Animal Sciences 2367
 Arabic 2367•
 Art Education 2367.01•, 2367.02, 2367.03•
 Communication 2367
 Comparative Studies 2367.02•, 2367.04•, 2367.07•, 2367.08•
 Dance 2367
 Economics 2367.02
 Education: Teaching and Learning 2367
 Engineering 2367•
 English 2367.01•, 2367.02•, 2367.03, 2367.04, 2367.05•, 2367.06•
 Environment and Natural Resources 2367
 Film Studies 2367.01, 2367.02
 German 2367
 Hebrew 2367.01
 History of Art 2367 (SU13 and earlier)
 Human Development and Family Science 2367
 Jewish Studies 2367
 Landscape Architecture 2367
 Linguistics 2367.01•, 2367.02
 Modern Greek 2367•

Nursing 2367
 Pharmacy 2367 (SP17 and earlier), 2367.01 (SU17 and later), 2367.02
 Philosophy 2367•
 Physics 2367
 Political Science 2367
 Psychology 2367.01, 2367.02
 Public Affairs 2367
 Slavic Languages and Cultures 2367•
 Sociology 2367.01H, 2367.02, 2367.03H (SP17 and earlier)
 Spanish 2367• (AU14 and earlier), 2367S• (SP15 and later)
 Theatre 2367.01•, 2367.02•, 2367.03•
 Women's, Gender and Sexuality Studies 2367.01•, 2367.02•, 2367.03•, 2367.04•
 Yiddish 2367

Quantitative and Logical Skills, 6 – 8 hours

The goal of courses in this category is to develop skills in quantitative literacy and logical reasoning, including the ability to identify valid arguments, use mathematical models, and draw conclusions and critically evaluate results based on data.

Basic Computational Skills

Achieve a standardized test score as specified by the State of Ohio (see note below); or attain Math Placement Level R or higher; or complete Mathematics 1060⁵ or 1075. Mathematics 1060 and 1075 are remedial and do not count toward the 121 hour minimum requirement for the Bachelor of Arts or Bachelor of Arts in Journalism.

Note: if you earned an ACT Mathematics Subscore of 22 or higher; an SAT Mathematics score of 520 or higher; a score of 108EA (Elementary Algebra) or 69 CLM (College Level Math) on the College Board's Accuplacer tests; or an Algebra Scale Score of 52 on the ACT's Compass math placement test, and the test was taken within two years of your enrollment, then by State of Ohio law you are not required to take remedial math (courses numbered 1075 and below) regardless of your score on the Mathematics Skills Assessment. However, you are strongly encouraged to take the math course you tested into, especially if you plan to continue taking a sequence of math courses.

⁵Mathematics 1060 is a terminal math course designed to fulfill the Quantitative and Logical Skills: Basic Computational Skills category of the GE. Students may follow up with Mathematics 1116 to satisfy the Mathematical and Logical Analysis category of the GE. Students who wish to take math courses higher than Mathematics 1116 should take Mathematics 1075 rather than Mathematics 1060. Note: Mathematics 1060 is only offered on the regional campuses.

Mathematical and Logical Analysis, 3 – 5 hours

Choose one course from the following list.

Computer Science and Engineering 1111 or any course at the 1200-level or above⁶
 Linguistics 2001, 2052H, 3802
 Mathematics: any course at the level of 1116 or above⁶
 Philosophy 1500 (SP17 and earlier), 1500.01 (SU17 and later), 1500.02, 1501, 2500
 Statistics: any course⁶ except one of those listed in the Data Analysis category

⁶except Mathematics 1125, 1126, 1135, 1136, and courses numbered XX93 or XX94

Data Analysis, 3 hours

Choose one course from the following list. The course may also count in your major, if it is at the 2000-level or above and approved by your advisor.

Agricultural, Environmental, and Development Economics 2005
 Animal Sciences 2260
 Astronomy 3350
 Chemistry 2210
 Community Leadership 3537
 Earth Sciences 2245
 Economics 3400
 Environment and Natural Resources 2000
 Geography 2200 (AU14 to SP17), 2200.01 (SU17 and later), 2200.02
 History 5900
 Horticulture and Crop Science 2260
 International Studies 3400
 Linguistics 2051
 Philosophy 1520
 Physics 3700
 Political Science 3780, 4781
 Sociology 3549
 Statistics 1350, 1430, 1450, 2450, 2480, 3450, 3460, 3470, 4202, 5301, 5302

Natural Science, 10 hours

Appendix D

The goal of courses in this category is to foster an understanding of the principles, theories, and methods of modern science; the relationship between science and technology; the implications of scientific discoveries; and the potential of science and technology to address problems of the contemporary world.

Complete a minimum of 10 hours, with at least one course in the Biological Sciences, at least one course in the Physical Sciences, and at least one course with a lab.

Biological Science Courses

Animal Sciences 2200.01, 2200.02^t (2200.02^t must be taken concurrent with, or subsequent to, 2200.01), 2300H^t (SU16 and earlier), 2300H (AU16 and later, 2200.02^t must be taken in addition to 2300H in order to earn lab credit), 3140, 3140H^t (SP17 and earlier)
 Anthropology 2200^t, 3304
 Biology 1101^t, 1102, 1103 (SU15 and earlier), 1105, 1110^t, 1113^t, 1114^t, 1113H^t, 1114H^t, 1350, 2100^t
 Earth Sciences 1911
 Entomology 1101^t, 1111^t, 2101 (SP14 and later), 2400H, 3330
 Environment and Natural Resources 2100
 Evolution, Ecology, and Organismal Biology 2510^t, 2520
 Food Science and Technology 2200
 Horticulture and Crop Science 2200, 2201^t, 2202^t
 Human Nutrition 2210
 Microbiology 4000^t
 Molecular Genetics 1101^t, 1301^t (SP17 and earlier), 3300^t
 Plant Pathology 2000

Physical Science Courses

Astronomy 1101^t, 1102, 1140, 1141, 1142, 1143, 1144, 2161H, 2291, 2292
 Chemistry 1100, 1110^t, 1210^t, 1220^t, 1250^t, 1610^t, 1620^t, 1910H^t, 1920H^t
 Earth Sciences 1100^t, 1105, 1108, 1108H^t, 1121^t, 1122^t, 1151, 1911, 2155, 2203, 2204, 2205, 2206, 2210
 Environment and Natural Resources 2155, 3000, 3001^t (both 3000 and 3001 must be taken in order to receive lab credit)
 Geography 1900^t, 2800^t, 2960^t (AU12 and later), 3900, 3901H
 Physics 1103, 1104, 1106.01^t, 1106.02^t, 1107.01^t, 1107.02^t, 1110, 1200^t, 1201^t, 1250^t, 1251^t, 1260^t, 1261^t, 2367

Literature, 3 hours

The goal of courses in this category is to help you learn to evaluate significant literary texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Choose one course. A maximum of three hours is permitted from the department of the major across the Literature and Visual and Performing Arts categories, but these hours may not be counted on the major.

African American and African Studies 2251▲, 2281•, 2367.01•, 2367.04•, 3956▲, 4551▲ (Global Studies SP13 and later)
 Arabic 2701▲, 2702▲, 2705
 Chinese 2451▲, 4401▲, 4402▲, 4403▲, 4404▲
 Classics 1101▲, 2220▲, 2221 (SP16 and later), 2401 (AU15 and earlier), 2500H (SP16 and later), 3203, 3402, 3407 (AU15 and earlier), 3956▲
 Comparative Studies 1100▲, 2101▲, 2102.01▲ (SP15 and earlier), 2102.02▲ (SU15 and earlier), 2103▲, 2104▲, 2105•, 2301▲, 2864H▲, 3603▲, 3606▲, 3608▲
 Education: Teaching and Learning 2368, 3356
 English 2201▲, 2202▲, 2220▲, 2260, 2261, 2262, 2275, 2280, 2281•, 2290, 2291, 2367.02•, 3361, 3372
 French 1801▲, 2501
 German 2250▲, 2251, 2252H▲, 2253▲, 2254, 2256, 3252▲
 Hebrew 2700▲, 2702▲, 2703▲, 2704▲, 2708▲
 History 2221, 3218 (SP16 and later)
 Italian 2051▲, 2052▲, 2054, 3051▲
 Japanese 2451▲, 2452▲
 Jewish Studies 2700▲, 2702▲, 2703▲, 2704▲, 2708▲, 3371▲
 Korean 2451▲
 Medieval and Renaissance Studies 2888
 Modern Greek 2500H (AU15 and earlier), 3710▲
 Near Eastern Languages and Cultures 3702▲, 3704▲
 Persian 2301▲, 2701▲, 2704
 Portuguese 2150▲, 2159▲
 Philosophy 2120▲, 2465, 3210▲, 3220▲, 3230▲, 3240▲, 3250▲, 3261
 Religious Studies 2102.01▲ (SU15 and later), 2102.02▲ (AU15 and later)
 Russian 2250▲
 Scandinavian 3350▲, 5251 (AU14 and later)
 Slavic Languages and Cultures 2345▲
 Spanish 2320▲, 2520▲
 Theatre 2367.02•
 Turkish 2701▲
 Women's, Gender and Sexuality Studies 2215, 2367.01•, 2367.02•, 2367.03•, 2367.04• (AU12 and later), 2702▲ (SP13 and later), 3372▲ (AU12 and earlier)
 Yiddish 3371▲, 3399▲

Visual and Performing Arts, 3 hours

The goal of courses in this category is to develop your ability to evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Choose one course. A maximum of three hours is permitted from the department of the major across the Literature and Visual and Performing Arts categories, but these hours may not be counted on the major.

African American and African Studies 2101▲, 2288•, 3376▲ (Global Studies SP13 and later), 4571•
 Architecture 3192, 5610 (AU13 and earlier)
 Art 2100, 2300, 2502, 2555, 3201H
 Art Education 1600, 2367.01•, 2520
 Chinese 4405▲
 Comparative Studies 3607▲, 3686• (AU10 and later)
 Dance 2401
 East Asian Languages and Literatures 3446
 English 2263, 2269, 2463
 Film Studies 2270 (SP15 and earlier), 2270.01 (SU15 and later), 2270.02, 2271
 French 2801
 German 2451, 3254H▲
 Hebrew 2205, 2245, 2367.01
 History of Art 2001▲, 2002▲, 2003▲, 2005, 2101▲, 2367 (SU13 and earlier), 2901▲, 3001 (SP14 and earlier), 3002▲, 3005, 3010H, 3101 (SP14 and earlier), 3102▲, 3211, 3521▲, 3601▲ (SP17 and earlier), 3603▲, 3605, 3611, 3631• (AU13 to SP17), 3635 (SP14 and earlier), 3901▲ (Global Studies SU17 and later), 4421▲, 4605, 4810▲, 4820▲
 Italian 2053▲, 2055
 Jewish Studies 2205, 2245
 Korean 5405 (AU13 and earlier)
 Landscape Architecture 2600
 Modern Greek 2680▲
 Music 2250▲, 2251▲, 2252, 2253, 2254, 2288•, 3341 (SP16 and earlier), 3342, 3343, 3344, 3345, 3347▲, 3348▲, 3349, 3350, 3360, 3364▲
 Philosophy 2450, 2455, 2470H
 Physics 3201H
 Portuguese 2335
 Religious Studies 3679
 Russian 3460▲, 3470▲
 Slavic Languages and Cultures 3310▲ (AU14 and later), 3320▲ (SU14 and earlier), 3360
 Spanish 2322▲, 2330▲, 2380▲
 Theatre 2100•, 2101H, 2341H, 2811
 Women's, Gender and Sexuality Studies 2230, 3310▲, 3317

Social Science, 6 hours (at least 2 courses)

The goal of courses in this category is to help you learn about the systematic study of human behavior and cognition, of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Choose six credit hours from the following lists, with at least three hours from two of the three sections. A maximum of three hours is permitted from the department of the major, but these hours may not be counted on the major.

Individuals and Groups

African American and African Studies 1101, 2218
 Animal Sciences 2367
 Anthropology 2201▲, 2202▲, 3420, 3597.01▲ (AU15 and later), 3597.02▲ (AU15 and later)
 Communication 1100, 1101, 1102H, 2331, 2442 (AU13 and earlier), 3442 (SP14 and later)
 Consumer Sciences: Fashion and Retail Studies 2372
 Economics 3048
 Education: Teaching and Learning 3160 (AU14 and later), 4005•
 Educational Studies: Cultural Foundations of Education 2241 (SU17 and earlier)
 Educational Studies: Philosophy and History of Education 2241 (AU17 and later)
 Geography 2100
 Human Development and Family Science 2200, 2350, 2400, 2410, 3440
 International Studies 3850▲
 Linguistics 1100▲, 3501▲, 3602•, 3603▲, 3701
 Political Science 2150, 3200 (SU15 and earlier), 3596 (AU15 and later)
 Psychology 1100•, 1200•, 2367.01, 3371
 Public Health 2010▲ (SP15 and later)
 Rural Sociology 3580▲
 Slavic Languages and Cultures 3800 (AU17 and later), 4800 (SU17 and earlier)
 Social Work 1130
 Sociology 2210, 2370, 2380 (AU13 and earlier), 3380 (SP14 and later)
 Spanish 2389•
 Speech and Hearing Science 3330, 3350
 Women's, Gender and Sexuality Studies 1110•

Organizations and Politics

African American and African Studies 4250▲
 Anthropology 1100▲
 City and Regional Planning 3500•
 Consumer Sciences: Consumer and Family Financial Services 2910

Economics 2002.01, 2002.03H, 2367.02
 Environment and Natural Resources 4000
 Geography 2500▲, 3600, 3601▲, 3701▲, 5601
 International Studies 2000▲, 2050▲, 2200▲, 2250▲, 2251▲, 2800▲
 Political Science 1100, 1165, 1200▲, 2300▲, 2367, 2400, 4120, 4123, 4150, 4212▲, 4250▲
 Rural Sociology 1500●
 Sociology 1101●, 2345, 2367.01H, 2367.02, 2367.03H (SP17 and earlier)

Human, Natural, and Economic Resources

Agricultural, Environmental, and Development Economics 2001, 2580▲
 Anthropology 4597.03H▲ (SP16 and later)
 Architecture 2220
 Business Administration: Management and Human Resources 2500
 Economics 1100.01, 1100.02, 2001.01, 2001.02, 2001.03H
 Environment and Natural Resources 2300
 Geography 2400▲, 2750▲, 3800, 3901H
 History 2700▲
 International Studies 2100▲, 2500▲, 2580▲, 3350▲
 Political Science 1300▲, 3220▲, 3225▲
 Public Affairs 2110 (SP15 and later)
 Sociology 2320 (AU12 and later), 3460, 3463
 Social Work 1120

Historical Study, 3 hours

The goal of courses in this category is to develop your knowledge of how past events are studied and how they influence today's society and the human condition.

Choose one course from the following list.

African American and African Studies 1121▲, 1122▲, 2080, 2081, 2085●, 3081●, 3083●, 3086●, 3089, 3304, 3308▲, 3320▲
 Classics 2221 (SP16 and later), 2301▲, 3000, 3202 (AU15 and earlier), 3215▲, 3401, 3407 (AU15 and earlier), 3408
 Consumer Sciences: Fashion and Retail Studies 2374
 Earth Sciences 1911
 Economics 4130▲, 4140▲
 Engineering 2361, 2362, 5797.13▲ (SP15 and later)
 History: any History department offering at the 1000-level (except for 1194), 2000-level (except for 2194, 2798, and 2800), or 3000-level (except for 3191, 3193.01, 3193.02, 3194, 3273, 3704, 3798.01, and 3800H)
 History of Art 2001▲ (WI08 and later), 2002▲ (WI08 and later), 2003▲ (AU15 and later), 2301▲ (SP13 and later), 3301▲ (AU12 and earlier)
 International Studies 3350▲
 Jewish Studies 2450▲, 2451, 2452, 2453, 2454, 2455, 2475, 3110 (AU17 and earlier), 3450, 3455, 3460, 3470, 3465, 3505▲
 Kinesiology: Sport Industry and Sport Management 2210, 2211
 Microbiology 3798.05
 Near Eastern Languages and Cultures 2680▲, 3111
 Philosophy 2660
 Political Science 4123
 Public Affairs 2500 (SP18 and later)
 Religious Studies 3680▲
 Women's, Gender and Sexuality Studies 3322H● (AU12 and earlier), 4401●

Cultures and Ideas (or Second Historical Study), 3 hours

The goal of courses in the area of Cultures and Ideas is to develop your ability to evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. See above for the goal of courses in Historical Study.

Cultures and Ideas

African American and African Studies 2285▲, 3342H▲, 4342▲, 5485.01▲
 Anthropology 1100▲, 2241▲, 3434
 Arabic 2241▲, 2367●, 3301▲
 Architecture 2300 (AU14 and later), 3195▲, 4596
 Art Education 2550●
 Arts and Sciences 2400, 4870
 Bioethics 2000, 2010
 Biomedical Sciences Graduate Program 2000, (SU15 to AU15), 2010 (SU15 to AU15)
 Chinese 2231▲, 2232▲
 Classics 2201▲, 2202▲, 2203▲ (AU13 and earlier), 2204▲, 2205, 2301▲, 2526▲ (SP14 and later), 2798.02▲ (SU16 and later), 3000, 3202 (AU15 and earlier), 3404▲, 3408, 4822● (SU16 and later)
 Community Leadership 3535●
 Comparative Studies 2210▲ (SP13 to SU15), 2220▲ (SP11 and later), 2264, 2281●, 2321●, 2322●, 2323●, 2340▲, 2341▲, 2343▲, 2350, 2360, 2367.04●, 2367.07●, 2367.08●, 2370▲ (SP15 and earlier), 2670 (AU15 and earlier), 3302▲, 3501, 3620, 3645▲, 3646, 3657▲, 3676▲ (AU12 and earlier), 3677 (SU15 and earlier), 3686● (SU10 and earlier), 3689▲, 3692▲ (SP18 and later)
 Dance 3401●, 3402▲ (AU13 and later)
 East Asian Languages and Literatures 1231▲, 2284
 Educational Studies: Philosophy and History of Education 3410 (AU17 and later)
 Educational Studies: Philosophy of Education 3410 (SU17 and earlier)
 Engineering 5797.18 (SU16 and later)

English 1167H, 2264, 2270, 2271 (SP15 and earlier), 2276, 2277, 2282●, 3271 (SU15 and later), 3364, 3378
 Environment and Natural Resources 3470
 French 1803 (AU17 and earlier), 1803.01 (SP18 and later), 1803.02 + 1803.03 (both 1803.02 and 1803.03 must be taken in order to earn GE credit), 3801
 German 2255, 2350 (SU16 and later), 2352▲, 3253, 3256, 3351▲, 3353 (SU17 and earlier), 3353H (AU17 and later), 3451H▲
 Health and Rehabilitation Science 2530
 Hebrew 2210▲ (AU16 and earlier), 2216▲, 2241▲, 3120, 3210▲ (SP17 and later), 3705▲ (AU17 and later)
 History 3213 (SP16 and later)
 History of Art 2301▲ (SP13 and later), 3301▲ (AU12 and earlier), 4701
 Japanese 2231▲, 2255
 Jewish Studies 2201▲, 2209 (AU17 and earlier), 2210▲ (AU16 and earlier), 2241▲, 2242▲, 2367, 2450▲, 2516▲, 3111 (SP16 and later), 3210▲ (SP17 and later)
 Korean 2231▲
 Landscape Architecture 2300 (AU14 and later), 2367
 Linguistics 2000, 3601●, 3901
 Medieval and Renaissance Studies 2211▲, 2215▲, 2217▲, 2513▲, 2514▲, 2516▲, 2520, 2526▲, 2610, 2618▲, 2666▲
 Modern Greek 2000▲, 2100▲, 2240, 2410▲
 Near Eastern Languages and Cultures 2220▲, 2241▲, 2244▲, 3201, 3204▲, 3205▲, 3501▲, 3508, 3620, 3625▲ (AU16 and earlier), 3625.01▲ (SP17 and later), 3625.02▲, 3700▲
 Persian 2241▲
 Pharmacy 3420
 Philosophy 1100, 1300, 1332, 1337, 1338, 1850 (AU17 and earlier), 2340, 2400, 2455, 2850 (SP18 and later), 2860, 3111 (SP16 and later), 3120, 3420●
 Portuguese 2330▲, 2331▲
 Religious Studies 2210▲ (AU15 to AU16), 2370▲ (SU15 and later), 2670 (SP16 and later), 3210▲ (SP17 and later), 3672● (SP16 and later)
 Russian 2335▲ (SU16 and earlier), 2335.01▲ (AU16 and later), 2335.99▲, 2345▲, 3530
 Slavic Languages and Cultures 2230▲, 3333▲
 Spanish 2150▲, 2151▲, 2242●, 2331▲, 2332▲
 Turkish 2241▲
 Women's, Gender and Sexuality Studies 1110● (AU10 and later), 2282●
 Yiddish 2241▲, 2367

Historical Study

African American and African Studies 1121▲, 1122▲, 2080, 2081, 2085●, 3081●, 3083●, 3086●, 3089, 3304, 3308▲, 3320▲
 Classics 2221 (SP16 and later), 2301▲, 3000, 3202 (AU15 and earlier), 3215▲, 3401, 3407 (AU15 and earlier), 3408
 Consumer Sciences: Fashion and Retail Studies 2374
 Earth Sciences 1911
 Economics 4130▲, 4140▲
 Engineering 2361, 2362, 5797.13▲ (SP15 and later)
 History: any History department offering at the 1000-level (except for 1194), 2000-level (except for 2194, 2798, and 2800), or 3000-level (except for 3191, 3193.01, 3193.02, 3194, 3273, 3704, 3798.01, and 3800H)
 History of Art 2001▲ (WI08 and later), 2002▲ (WI08 and later), 2003▲ (AU15 and later), 2301▲ (SP13 and later), 3301▲ (AU12 and earlier)
 International Studies 3350▲
 Jewish Studies 2450▲, 2451, 2452, 2453, 2454, 2455, 2475, 3110 (AU17 and earlier), 3450, 3455, 3460, 3470, 3465, 3505▲
 Kinesiology: Sport Industry and Sport Management 2210, 2211
 Microbiology 3798.05
 Near Eastern Languages and Cultures 2680▲, 3111
 Philosophy 2660
 Political Science 4123
 Public Affairs 2500 (SP18 and later)
 Religious Studies 3680▲
 Women's, Gender and Sexuality Studies 3322H● (AU12 and earlier), 4401●

Language Proficiency, 0 – 12 hours

The goal of courses in this category is to develop your skills in communication across ethnic, cultural, ideological, and national boundaries, and help you develop an appreciation of other cultures and patterns of thought.

You must complete course work through the third language course (1103 or equivalent).

World Languages offered⁷

American Sign Language	Hungarian	Romanian
Arabic	Italian	Russian
Bosnian/Serbian/Croatian	Japanese	Somali
Chinese	Korean	Spanish
Czech	Latin	Swahili
French	Modern Greek	Swedish
German	Persian	Turkish
Greek	Polish	Uzbek
Hebrew	Portuguese	Zulu
Hindi	Quechua	

⁷Some languages are not offered every term.

Open Options, 6 hours (at least two courses)**Appendix D**

You must complete at least six hours from any of the following categories.

Education Abroad (additional courses to be developed)

The goal of courses in this category is to allow you, by living and studying outside the U.S., to acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help you become more globally aware.

African American and African Studies 5798.03
 Arts and Sciences 2797.02, 2798.03, 2798.04, 2798.05
 Chinese 2797.01
 German 2798.02▲
 History 3798.02▲, 3798.03▲, 3798.04▲, 3798.05
 International Studies 2797.02
 Jewish Studies 4798.02
 Linguistics 2797.01
 Microbiology 3798.05
 Music 3350
 Near Eastern Languages and Cultures 2798.01
 Portuguese 2798.10
 Slavic Languages and Literatures 2797.02▲
 Social Work 5798.02
 Sociology 3798.03
 Spanish 2798.11, 2798.12, 2798.30
 University Honors 2396H

Cross-disciplinary Seminars (additional courses to be developed)

The goal of courses in this category is to help you demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through your interactions with students from different majors.

Agricultural, Environmental, and Development Economics 4597.01
 Animal Sciences 4597
 Anthropology 3597.01▲ (AU15 and later), 3597.02▲ (AU15 and later), 4597.01 (SU15 and earlier), 4597.02 (SU15 and earlier), 4597.03H, 4597.04, 4597.05H
 Architecture 4596
 City and Regional Planning 4597
 Communication 2596, 3597.01▲, 3597.02▲
 Comparative Studies 4597.01▲, 4597.02▲, 4597.03▲
 Economics 4597.01
 English 3597.03, 4597.01, 4597.02, 4597.04H
 Food Science and Technology 4597.01, 4597.02
 Geography 3597.01, 3597.03
 International Studies 4597.01
 Landscape Architecture 3597
 Linguistics 4597.01, 4597.02
 Near Eastern Languages and Cultures 4597
 Plant Pathology 4597
 Political Science 3200 (SU15 and earlier), 3596 (AU15 and later), 4597.01, 4597.02, 4597.03
 Portuguese 4597.01▲, 4597.02▲
 Psychology 4597.01, 4597.02 (AU12 and earlier)
 Slavic Languages and Cultures 4597▲ (AU13 and later)
 Social Work 3597
 Sociology 3597.01, 3597.02
 Theatre 3597
 Women's, Gender and Sexuality Studies 4597
 University Honors 2596H

Service-Learning (additional courses to be developed)

The goal of courses in this category is to help you gain and apply academic knowledge through civic engagement with communities.

Economics 3900.01S
 Educational Studies: Counselor Education 2189S (AU15 and later)
 Educational Studies: Higher Education and Student Affairs 2571S (AU14 and later)
 English 4567S (AU13 and later)
 Geography 5200S (AU13 and later)
 Philosophy 5010S
 Sociology 2211S (AU13 and later), 4000S

Other GE approved courses from the following categories

Writing (except English 1110)
 Quantitative and Logical Skills (except Mathematics 1075 or below)
 Natural Science
 Literature
 Visual and Performing Arts
 Social Science
 Historical Study
 Cultures and Ideas
 Language Proficiency
 Social Diversity in the United States
 Global Studies

Social Diversity in the United States, 0 – 3 hours

The goal of courses in this category is to foster an understanding of the pluralistic nature of institutions, society, and culture in the United States in order to help you become an educated, productive, and principled citizen.

You must complete at least one course from this area, which can overlap with another GE category or the major. If you do not choose an overlapping course, the social diversity requirement must still be met. Courses marked with a bullet (•) also count in another GE category.

African American and African Studies 2085•, 2201, 2281•, 2288•, 2367.01•, 2367.04•, 3081•, 3083•, 3086•, 3230, 3376• (AU12 and earlier), 4571•
 Agricultural Communication 2367•
 Arabic 2367•
 Art Education 2367.01•, 2367.03•, 2550•, 3367 (AU14 and earlier)
 City and Regional Planning 3500•
 Communication 2704
 Community Leadership 3535•
 Comparative Studies 2105•, 2214 (SP17 and later), 2281•, 2321•, 2322•, 2323•, 2367.02•, 2367.04•, 2367.07•, 2367.08•, 3686•, 4822• (SU16 and later)
 Dance 3401•
 Economics 3820
 Education: Teaching and Learning 4005•
 Educational Studies: Cultural Foundations of Education 1201 (AU15 and earlier), 1202 (AU15 and earlier), 3206 (SP15 to SU17)
 Educational Studies: Higher Education and Student Affairs 2577 (AU14 and later)
 Educational Studies: Philosophy and History of Education 3206 (AU17 and later)
 Engineering 2367•
 English 2281•, 2282•, 2367.01•, 2367.02•, 2367.03 (AU10 and earlier), 2367.05•, 2367.06•
 Geography 3750
 History 2001•, 2002•, 2065•, 2070• (SP18 and later), 2071•, 2075•, 2079•, 2085•, 2610•, 2750• (AU09 and later), 2752•, 3001•, 3002•, 3003• (SP14 and later), 3014• (SP14 and later), 3040•, 3071• (SP15 and later), 3075• (AU13 and later), 3082•, 3083•, 3085•, 3612•, 3620•, 3706•
 History of Art 3631• (AU13 to SP17)
 Linguistics 2367.01•, 3601•, 3602•
 Modern Greek 2367•
 Music 2288•
 Philosophy 2367•, 3420•
 Psychology 1100•, 1200•, 3375
 Religious Studies 3672• (SP16 and later), 3678 (AU17 and later)
 Rural Sociology 1500•
 Sexuality Studies 2214
 Slavic Languages and Cultures 2367•
 Social Work 1140, 2101 (AU14 and earlier)
 Sociology 1101•, 3200 (SP17 and later), 3306, 3435, 3467, 4608
 Spanish 2242•, 2367• (AU14 and earlier), 2367S• (SP15 and later), 2389•, 2504
 Speech and Hearing Science 3310 (SP16 and earlier)
 Theatre 2100•, 2367.01•, 2367.02•, 2367.03•
 Women's, Gender and Sexuality Studies 1110•, 2282•, 2367.01•, 2367.02•, 2367.03•, 2367.04•, 3322H• (AU12 and earlier), 3370, 4401•, 4510, 4520

Global Studies, 0 – 6 hours

The goal of courses in this category is to foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help you become an educated, productive, and principled citizen.

You must complete at least two courses from this area. Each course can overlap with another GE category or the major. If you do not choose overlapping courses, the global studies requirement must still be met. Courses marked with a triangle (▲) also count in another GE category.

African American and African Studies 1121▲, 1122▲, 2101▲, 2251▲, 2285▲, 2300, 3308▲, 3320▲, 3342H▲, 3376▲ (SP13 and later), 3620, 3956▲, 4250▲, 4342▲, 4551▲ (SP13 and later), 5485.01▲, 5485.03▲
 Agricultural, Environmental, and Development Economics 2580▲
 Anthropology 1100▲, 2201▲, 2202▲, 2241▲, 3340, 3597.01▲ (AU15 and later), 3597.02▲ (AU15 and later), Anthropology 4597.03H▲ (SP16 and later), 5602 (SP16 and later)
 Arabic 2241▲, 2701▲, 2702▲, 3301▲
 Architecture 3195▲
 Chinese 2231▲, 2232▲, 2451▲, 4401▲, 4402▲, 4403▲, 4404▲, 4405▲
 Classics 1101▲, 2201▲, 2202▲, 2203▲ (AU13 and earlier), 2204▲, 2220▲, 2301▲, 2526▲ (SP14 and later), 2798.02▲ (SU16 and later), 3404▲, 3215▲, 3956▲
 Comparative Studies 1100▲, 2101▲, 2102.01▲ (SP15 and earlier), 2102.02▲ (SU15 and earlier), 2103▲, 2104▲, 2210▲ (SP13 to SU15), 2220▲ (SP11 and later), 2301▲, 2340▲, 2341▲, 2343▲, 2370▲ (SP15 and earlier), 2864H▲, 3302▲, 3603▲, 3606▲, 3607▲, 3608▲, 3645▲, 3657▲, 3676▲ (AU12 and earlier), 3689▲, 3692▲ (SP18 and later) 4597.01▲, 4597.02▲, 4597.03▲
 Communication 3597.01▲, 3597.02▲
 Dance 3402▲ (AU13 and later)
 East Asian Languages and Literatures 1231▲
 Economics 4130▲, 4140▲
 Engineering 5797.13▲ (SP15 and later)
 English 2201▲, 2202▲, 2220▲, 4554

French 1801▲
 Geography 2400▲, 2500▲, 2750▲, 3601▲, 3701▲
 German 2250▲, 2252H▲, 2253▲, 2352▲, 2798.02▲, 3252▲, 3254H▲, 3351▲, 3451H▲
 Hebrew 2210▲ (AU16 and earlier), 2216▲, 2241▲, 2700▲, 2702▲, 2703▲, 2704▲, 2708▲, 3210▲ (SP17 and later), 3705▲ (AU17 and later)
 History 1101▲, 1102▲, 1211▲, 1212▲, 1681▲, 1682▲, 2100▲, 2105▲, 2110▲, 2120▲, 2125▲, 2202▲, 2203▲, 2204▲ (SP15 and later), 2205▲, 2210▲, 2220▲, 2231▲, 2240▲, 2250▲, 2251▲ (AU13 and later), 2252▲ (SP15 and earlier), 2271▲, 2275▲, 2280▲ (SP14 and later), 2375▲ (SP14 and later), 2401▲, 2402▲, 2450▲, 2500▲, 2550▲ (AU13 and later), 2620▲, 2641▲, 2642▲, 2650▲ (AU13 and later), 2651▲, 2675▲, 2680▲, 2700▲, 2702▲, 2703▲, 2704▲, 3106▲ (AU13 and later), 3214▲, 3215▲, 3216▲ (SP14 and later), 3221▲ (SP14 and later), 3227▲, 3229▲ (SP14 and later), 3231▲, 3232▲, 3247▲, 3252▲ (SU15 and later), 3254▲ (SU15 and later), 3281▲ (SP14 and later), 3282▲ (AU13 and later), 3301▲, 3302▲, 3306▲, 3307▲, 3308▲, 3310▲, 3353▲, 3375▲ (AU13 and later), 3376▲ (AU17 and later), 3404▲ (SP14 and later), 3405▲ (SP14 and later), 3410▲ (SP14 and later), 3411▲, 3425▲ (AU17 and later), 3435▲, 3436▲, 3505▲, 3550▲, 3570▲ (AU13 and later), 3580▲ (SP14 and later), 3675▲, 3680▲, 3715▲ (AU13 and later), 3798.02▲, 3798.03▲, 3798.04▲
 History of Art 2001▲, 2002▲, 2003▲, 2101▲, 2301▲ (SP13 and later), 2901▲, 3002▲, 3102▲ (SP13 and later), 3301▲ (AU12 and earlier), 3521▲, 3601▲ (SP17 and earlier), 3631▲, 3603▲, 3901▲ (Global Studies SU17 and later), 4421▲, 4810▲, 4820▲
 International Studies 2000▲, 2050▲, 2100▲, 2200▲, 2250▲, 2251▲, 2500▲, 2580▲, 2800▲, 3350▲, 3850▲
 Italian 2051▲, 2052▲, 2053▲, 3051▲
 Japanese 2231▲, 2451▲, 2452▲
 Jewish Studies 2210▲ (AU16 and earlier), 2210▲, 2241▲, 2242▲, 2450▲, 2516▲, 2700▲, 2702▲, 2703▲, 2704▲, 2708▲, 3210▲ (SP17 and later), 3371▲, 3505▲
 Korean 2231▲, 2451▲
 Linguistics 1100▲, 3501▲, 3603▲
 Medieval and Renaissance Studies 2211▲, 2215▲, 2217▲, 2513▲, 2514▲, 2516▲, 2526▲, 2618▲, 2666▲
 Modern Greek 2000▲, 2100▲, 2410▲, 2680▲, 3710▲
 Music 2250▲, 2251▲, 3347▲, 3348▲, 3364▲
 Near Eastern Languages and Cultures 2220▲ (SP11 and later), 2241▲, 2244▲, 2680▲, 3204▲, 3205▲, 3501▲, 3625▲ (AU16 and earlier), 3625.01▲ (SP17 and later), 3625.02▲, 3700▲, 3702▲, 3704▲
 Persian 2241▲, 2301▲, 2701▲
 Philosophy 2120▲, 3210▲, 3220▲, 3230▲, 3240▲, 3250▲
 Political Science 1200▲, 1300▲, 2300▲, 3220▲, 3225▲, 4212▲, 4250▲
 Portuguese 2150▲, 2159▲, 2330▲, 2331▲, 4597.01▲, 4597.02▲
 Public Health 2010▲ (SP15 and later)
 Religious Studies 2102.01▲ (SU15 and later), 2102.02▲ (AU15 and later), 2210▲ (AU15 to AU16), 2370▲ (SU15 and later), 3210▲ (SP17 and later), 3680▲
 Rural Sociology 3580▲
 Russian 2250▲, 2335▲ (SU2016 and earlier), 2335.01▲ (AU16 and later), 2335.99▲, 2345▲, 3460▲, 3470▲
 Scandinavian 3350▲
 Slavic Languages and Cultures 2230▲, 2797.02▲, 2345▲, 3310▲ (AU14 and later), 3320▲ (SU14 and earlier), 3333▲, 4597▲ (AU13 and later)
 Sociology 3597.01▲ (SP17 and later), 3597.02▲ (SU17 and later), 5450 (SP17 and later)
 Spanish 2150▲, 2151▲, 2320▲, 2331▲, 2322▲, 2330▲, 2332▲, 2380▲, 2520▲
 Turkish 2241▲, 2701▲
 Women's, Gender and Sexuality Studies 2702▲ (SP13 and later), 3310▲, 3372▲ (AU12 and earlier)
 Yiddish 2241▲, 3371▲, 3399▲



General Education Requirements for the Bachelor of Science Degree

Semester Curriculum

Spring Semester 2018

The following degree requirements apply if you began your career as a regularly enrolled college student at Ohio State summer term 2012 or later.

Note: if one or more full terms (excluding summer) have elapsed between any two successive terms of enrollment at Ohio State, you must fulfill the requirements for the degree in effect at the time of reenrollment.

The following degree requirements are effective spring semester 2018. Check the web site <https://artsandsciences.osu.edu/academics/current-students/advising/ge> for updated information. Consult your advisor before making enrollment decisions.

Your Responsibility as a Student

You are responsible for knowing the published policies governing the curriculum you are pursuing, as well as the regulations and procedures of the college and the university. The Bachelor of Science curriculum sheet should be used in conjunction with the degree planning information and college policies, published online, at <https://artsandsciences.osu.edu/academics/current-students/advising/support>.

Bachelor of Science (BS) Majors

The information contained in this curriculum sheet pertains to students following one of the majors listed below. In addition, each Arts and Sciences division offers the interdisciplinary honors contract and the personalized study program majors.

Natural and Mathematical Sciences BS Majors¹

Actuarial Science
 Astronomy and Astrophysics
 Biochemistry
 Biology
 Chemistry
 Computer and Information Science (admission is selective)
 Data Analytics
 Earth Sciences
 Evolution and Ecology
 Mathematics
 Microbiology
 Molecular Genetics
 Physics
 Vision Science (only open to students enrolled in the College of Optometry)
 Zoology

¹With the exception of Astronomy and Astrophysics, Evolution and Ecology, and Physics, these majors are also available under the BA degree. See the Arts and Sciences BA curriculum sheet for the BA degree requirements.

Social and Behavioral Science BS Majors

Anthropological Sciences²
 Atmospheric Sciences
 Economics²
 Geographic Information Science
 Geography²
 International Studies²
 Neuroscience
 Political Science²
 Psychology²

²These majors are also available under the Bachelor of Arts (BA) degree. See the Arts and Sciences BA curriculum sheet for the BA degree requirements

Goal

Ohio State's **General Education (GE)** is an integral part of an Arts and Sciences education. General education, as embodied in Arts and Sciences, provides the development of knowledge, perception, attitudes, and skills necessary to understand society's traditions and past, its accomplishments and aspirations, its relation and responsibility to the natural world, its diversity and plurality, and its problems and needs. The **goal** is for you to attain a sense of self within society that invites a continuing desire and ability to learn and work with others for future realization of the human potential. Specific goals aimed toward the broader goal of the GE are listed below under the twelve categories of the curriculum.

The College of Arts and Sciences

The College of Arts and Sciences consists of 38 departments and schools offering majors in the arts and humanities, natural and mathematical sciences, and social and behavioral sciences.

Prerequisites

You are responsible for fulfilling all prerequisites to courses in which you enroll. Failure to satisfactorily complete prerequisites may delay graduation.

General College Requirements

■ You must earn a minimum of 121 semester credit hours to earn an Arts and Sciences degree. In addition to the GE, you will complete general college and major requirements and elective course work to reach a minimum of 121 credit hours.

Remedial courses (courses at the 10XX-level or below, and English 1109) and credit hours earned in repeated course work do not count toward the 121 hour minimum requirement for the Bachelor of Science. Note that you can take both "versions" of cross-listed courses (e.g., Comparative Studies 2214/Sexuality Studies 2214); however, since the two versions are in fact the same course, only one may count toward your minimum degree hours.

The number of hours required to complete the Bachelor of Science degree with a given major will depend on your program and goals.

You may need to plan a program of more than 121 credit hours if you wish to complete specific professional or studio training, are preparing for graduate study in certain disciplines, or have multidisciplinary goals.

If the combination of course work for the GE, prerequisites, and your major program totals fewer than 121 hours, you have many options for the remaining hours, called electives. With your elective hours, you could pursue a second major, a minor, or a combination degree program; select a set of courses on a specific topic; engage in an undergraduate research experience; do internships; and/or study abroad. You are urged to meet with your Arts and Sciences advisor to work out a plan that best fits your needs and interests. In no case shall the number of hours required for graduation be fewer than 121.

Within the minimum 121 credit hours, you must have:

■ A minimum of 111 hours of Arts and Sciences or Arts and Sciences-approved courses. (Arts and Sciences-approved courses include non-Arts and Sciences courses taken toward completion of an officially declared minor program.)

You may count a maximum of 10 hours of non-Arts and Sciences and non-Arts and Sciences-approved course work toward your degree. Of the 10 hours, no more than 4 may be from physical activities courses taught in Kinesiology: Sport, Fitness, and Health Program (KNSFHP); physical activities courses include all 1100-level KNSFHP courses except for 1102, 1103, 1122, and 1137. A maximum of 8 hours of technical credit may be counted toward the 10 hours of non-Arts and Sciences and non-Arts and Sciences-approved course work; however, the combination of KNSFHP, technical, and other non-Arts and Sciences credit hours may not exceed 10.

■ A minimum of 39 hours of Arts and Sciences or Arts and Sciences-approved upper-division course work.

Upper-division courses are defined as all Arts and Sciences courses at the 3000-level or above, Philosophy 2500, all courses taught by departments in mathematical and physical sciences (Astronomy and Astrophysics, Chemistry and Biochemistry, Computer Science and Engineering, Earth Sciences, Mathematics, Physics, and Statistics) at the 2000-level and above (except for courses numbered 2194), and world language courses taught in the language at the 2000-level. Your 39 upper-division hours may come from hours earned for the GE, the major, the minor (if applicable), and electives.

■ A minimum of 30 credit hours earned through regular course enrollment at Ohio State.

■ Regular course enrollment at Ohio State and in the College of Arts and Sciences in your final term.

In addition, you must have:

Appendix D

- A cumulative grade point average (GPA) of at least 2.0 for all work attempted at Ohio State.
- A cumulative GPA of at least 2.0 in your major.
- An application for the degree on file in the Arts and Sciences Graduation Services office in 141 Denney Hall.

General Education (GE) Requirements

The curricular requirements are divided into twelve categories. In fulfilling the GE, you may petition (in advance) with your advisor to substitute upper-division courses that meet the spirit of the GE for courses on the GE. If you have transferred to Ohio State from another institution, you can often fulfill part of the GE with approximately equivalent courses already taken. Your transfer course work will be reviewed in Arts and Sciences Advising, and courses that meet the spirit of the GE will be applied to the GE.

You must earn at least a D in a course for it to fulfill a GE requirement. Courses taken on a pass/non-pass or satisfactory/unsatisfactory basis cannot be used to fulfill GE requirements.

Exclusivity of GE, Major, and Minor Courses

With the exceptions noted below, courses may not be counted on both the GE and the major. A maximum of 6 semester hours on the minor may also count on the GE. If the minor consists of more than 12 semester hours, some overlap with the major may be permitted. Consult your advisor.

Some GE courses are listed in more than one category; with the exceptions noted below, however, GE courses may not be used to fulfill more than one GE requirement.

Courses Used to Fulfill More than One Requirement

Courses used to fulfill the Diversity Experiences category may also count in another GE category or on the major.

Group Studies and Individual Studies

Group studies (XX94) courses and individual studies (XX93) courses are not acceptable for fulfilling GE requirements except when a specific experimental course has been approved by the Arts and Sciences Curriculum Committee. If a course has been approved, it will be listed on this curriculum sheet.

Requirements for the Major

Your major program must consist of at least 30 semester hours of credit in courses numbered 2000 or above as prescribed by your advisor. Please note that many major programs require considerably more than 30 hours of credit.

You must earn at least a C- in a course in order for it to be listed on your major. However, you must receive a 2.0 cumulative GPA for all major course work. If you earn a D+, D, or E in a course that is required for your major, the course cannot be counted toward the major. Your advisor will decide if the course should be repeated or if another course should be substituted. Courses taken on a pass/non-pass basis cannot be used on the major.

Your advisor must approve all courses comprising your major. If you change from one major or curriculum to another, consult your advisor. Such changes may result in modifying requirements to such an extent that your date of graduation might be delayed.

At least one-half of the credit hours in the major must be credit from completed Ohio State course work. Note: AP/IB/EM credit and transfer credit from other institutions are not considered to be "Ohio State course work."

If you are pursuing multiple majors, course work may overlap between the majors, provided that each major department allows such overlap and that each major has at least 18 unique (non-overlapping) semester hours. Similarly, if you are planning multiple majors, there may be overlap between major course work and the GE—again, with permission of the major department and at least 18 unique non-overlapping semester hours on each major.

Requirements for a Minor

A minor consists of a minimum of 12 semester hours at the 2000-level and above and a maximum of 18 semester hours. At least 6 hours on the minor must be at the upper-division level. Upper-division courses are defined as all Arts and Sciences courses at the 3000-level or above, Philosophy 2500, all courses taught by departments in mathematical and physical sciences (Astronomy and Astrophysics, Chemistry and Biochemistry, Computer Science and Engineering, Earth Sciences, Mathematics, Physics, and Statistics) at the 2000-level and above (except for courses numbered 2194), and world language courses taught in the language at the 2000-level.

1000-level courses may not be included in a minor. No more than 3 hours of X193 course work may be included in a minor, and no more than 3 hours of courses graded "S/U" may be included in a minor. Up to 6 total credit hours of transfer credit and/or credit by examination may be counted toward a minor. A maximum of 6 semester hours on the minor may also count on the GE.

No grade below a C- will be permitted in courses constituting a minor. However, you must receive a 2.0 cumulative GPA for all minor course work. Courses taken on a pass/non-pass basis may not count toward a minor.

You are not permitted to take a major and minor in the same subject. However, if the minor consists of more than 12 semester hours, some overlap with the major may be permitted. Consult your advisor. You may pursue more than one minor. Each minor must contain a minimum of 12 unique (non-overlapping) semester hours.

Once a minor program form is on file in the college office, any changes must be approved by the departmental (minor) advisor. Students are strongly encouraged to declare the minor and file the minor program form as early as possible; declaration of the minor and filing of the minor program form must occur at least one term prior to the graduation term.

Requirements for Additional Baccalaureate Degrees

If you are pursuing multiple degrees, you must earn at least 30 additional semester hours for each additional degree beyond the 121 hours required for a single degree, and at least 18 of the additional 30 hours must be Arts and Sciences or Arts and Sciences-approved upper-division course work. If four or more years have elapsed since you earned the previous degree, you must complete 30 semester hours at Ohio State beyond what you earned for that degree. The GE requirements for each degree must be fulfilled. (For example, a student earning both BA and BS degrees is required to complete **calculus** and **a second lab science course**, which are not required for the BA, because such course work is required for the BS.) No overlap between majors, or between the major and the GE, is permitted. You must pursue a major different from the major earned as part of your other degree(s). No more than 6 semester credit hours of any previous minor course work may be used on the major for an additional degree. You must also petition for approval to pursue an additional degree at least a semester before your graduating term. You should consult your advisor regarding the petition process. An approved major program form must accompany the petition. Note: different rules apply to students pursuing multiple professional degrees in the Arts, namely the BAE, BFA, BM, BME, and BSD. See materials specific to those programs for details.

Summary of BS Degree Requirements

GE Hours	45³ – 66
Writing	6
Quantitative and Logical Skills	5
Natural Science	10
Literature	3
Visual and Performing Arts	3
Social Science	6
Historical Study	3
Cultures and Ideas or Second Historical Study	3
Language Proficiency	0 – 12 ⁴
Open Options	6
Social Diversity in the United States	0 – 3
Global Studies	0 – 6
Major Hours	30 (minimum)
College Survey 1100	1
Minimum semester hours required	121

Hours required for the GE, your major, College Survey 1100, and available elective hours will bring your total credit hours to the minimum hours required for graduation.

³This value represents the minimum number of GE hours a student would need to earn if that student demonstrated language proficiency beyond the 1103 level in a world language (but did not earn course credit), was required to take the minimum number of hours to fulfill the Quantitative and Logical Skills requirement, and made use of the overlap allowance in the Social Diversity in the U.S. and Global Studies categories. Most students will need to earn more than the minimum number of credit hours.

⁴Course work or proficiency through the third language course (1103) or equivalent is required.

GE Requirements

Appendix D

Symbols

- Social Diversity in the United States course that also counts in another GE category
- ^L Natural Science course that also has a laboratory component (lab)
- ▲ Global Studies course that also counts in another GE category

Honors Courses

In order to enroll in an honors course, you must be an honors student or have instructor permission. Check the course catalogue (course bulletin) at buckeyelink.osu.edu for a full listing of honors courses. (Honors courses are listed only if there is no equivalent, non-honors course available or, in the Natural Sciences, if the honors version has a lab and the non-honors version does not have a lab. Honors courses are marked with an "H" after the course number.)

Writing, 6 hours

The goal of courses in this category is to develop skills in written communication and expression, reading, critical thinking, oral expression, and visual expression.

First Course, 3 hours

English 1110.01, 1110.02, 1110.03

Second Course, 3 hours

Choose one course from the following list.

African American and African Studies 2367.01•, 2367.02, 2367.04•
 Agricultural Communication 2367•
 Animal Sciences 2367
 Arabic 2367•
 Art Education 2367.01•, 2367.02, 2367.03•
 Communication 2367
 Comparative Studies 2367.02•, 2367.04•, 2367.07•, 2367.08•
 Dance 2367
 Economics 2367.02
 Education: Teaching and Learning 2367
 Engineering 2367•
 English 2367.01•, 2367.02•, 2367.03, 2367.04, 2367.05•, 2367.06•
 Environment and Natural Resources 2367
 Film Studies 2367.01, 2367.02
 German 2367
 Hebrew 2367.01
 History of Art 2367 (SU13 and earlier)
 Human Development and Family Science 2367
 Jewish Studies 2367
 Landscape Architecture 2367
 Linguistics 2367.01•, 2367.02
 Modern Greek 2367•
 Nursing 2367
 Pharmacy 2367 (SP17 and earlier), 2367.01 (SU17 and later), 2367.02
 Philosophy 2367•
 Physics 2367
 Political Science 2367
 Psychology 2367.01, 2367.02
 Public Affairs 2367
 Slavic Languages and Cultures 2367•
 Sociology 2367.01H, 2367.02, 2367.03H (SP17 and earlier)
 Spanish 2367• (AU14 and earlier), 2367S• (SP15 and later)
 Theatre 2367.01•, 2367.02•, 2367.03•
 Women's, Gender and Sexuality Studies 2367.01•, 2367.02•, 2367.03•, 2367.04•
 Yiddish 2367

Quantitative and Logical Skills, 5 hours

The goal of courses in this category is to develop skills in quantitative literacy and logical reasoning, including the ability to identify valid arguments, use mathematical models, and draw conclusions and critically evaluate results based on data.

Basic Computational Skills

Achieve a standardized test score as specified by the State of Ohio (see note below); or attain Math Placement Level R or higher; or complete Mathematics 1060⁵ or 1075. Mathematics 1060 and 1075 are remedial and do not count toward the 121 hour minimum requirement for the Bachelor of Science.

Note: if you earned an ACT Mathematics Subscore of 22 or higher; an SAT Mathematics score of 520 or higher; a score of 108EA (Elementary Algebra) or 69 CLM (College Level Math) on the College Board's Accuplacer tests; or an Algebra Scale Score of 52 on the ACT's Compass math placement test, and the test was taken within two years of your enrollment, then by State of Ohio law you are not required to take remedial math (courses numbered 1075 and below) regardless of your score on the Mathematics Skills Assessment. However, you are strongly encouraged to take the math course you tested into, especially if you plan to continue taking a sequence of math courses.

⁵Mathematics 1060 is a terminal math course designed to fulfill the Quantitative and Logical Skills: Basic Computational Skills category of the GE. Bachelor of Science students should take Mathematics 1075 rather than Mathematics 1060. Note: Mathematics 1060 is only offered on the regional campuses.

Mathematical and Logical Analysis, 5 hours

Take Mathematics 1151, or 1140 and 1141, or equivalent. Note that if you choose 1140 rather than 1151, both 1140 and 1141 must be successfully completed in order to fulfill the category. [Additional note: if you do not place into Mathematics 1151 (or 1140) via placement test or based on transfer credit, you must take the prerequisite course work prior to enrolling in 1140 or 1151.]

Data Analysis

Course work is taken as part of the major program or prerequisite work.

Natural Science, 10 hours

The goal of courses in this category is to foster an understanding of the principles, theories, and methods of modern science; the relationship between science and technology; the implications of scientific discoveries; and the potential of science and technology to address problems of the contemporary world.

Complete a minimum of 10 hours, with at least one course in the Biological Sciences with a lab and at least one course in the Physical Sciences with a lab.

Biological Science Courses

Animal Sciences 3140, 3140H^L (SP17 and earlier)
 Anthropology 2200^L
 Biology 1113^L, 1114^L, 1113H^L, 1114H^L, 2100^L
 Earth Sciences 1911
 Entomology 3330
 Environment and Natural Resources 2100
 Evolution, Ecology, and Organismal Biology 2510^L, 2520
 Food Science and Technology 2200
 Horticulture and Crop Science 2201^L, 2202^L
 Microbiology 4000^L
 Molecular Genetics 3300^L

Physical Science Courses

Astronomy 1101^L (SP16 and later), 2291, 2292
 Chemistry 1110^L, 1210^L, 1220^L, 1250^L, 1610^L, 1620^L, 1910H^L, 1920H^L
 Earth Sciences 1121^L, 1122^L, 1151, 1911
 Environment and Natural Resources 3000, 3001^L (both 3000 and 3001 must be taken in order to receive lab credit)
 Geography 1900^L, 3900
 Physics 1200^L, 1201^L, 1250^L, 1251^L, 1260^L, 1261^L, 2367

Literature, 3 hours

The goal of courses in this category is to help you learn to evaluate significant literary texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Choose one course. A maximum of three hours is permitted from the department of the major across the Literature and Visual and Performing Arts categories, but these hours may not be counted on the major.

African American and African Studies 2251▲, 2281•, 2367.01•, 2367.04•, 3956▲, 4551▲ (Global Studies SP13 and later)
 Arabic 2701▲, 2702▲, 2705
 Chinese 2451▲, 4401▲, 4402▲, 4403▲, 4404▲
 Classics 1101▲, 2220▲, 2221 (SP16 and later), 2401 (AU15 and earlier), 2500H (SP16 and later), 3203, 3402, 3407 (AU15 and earlier), 3956▲
 Comparative Studies 1100▲, 2101▲, 2102.01▲ (SP15 and earlier), 2102.02▲ (SU15 and earlier), 2103▲, 2104▲, 2105•, 2301▲, 2864H▲, 3603▲, 3606▲, 3608▲

Education: Teaching and Learning 2368, 3356
 English 2201▲, 2202▲, 2220▲, 2260, 2261, 2262, 2275, 2280, 2281*, 2290, 2291, 2367.02*, 3361, 3372
 French 1801▲, 2501
 German 2250▲, 2251, 2252H▲, 2253▲, 2254, 2256, 3252▲
 Hebrew 2700▲, 2702▲, 2703▲, 2704▲, 2708▲
 History 2221, 3218 (SP16 and later)
 Italian 2051▲, 2052▲, 2054, 3051▲
 Japanese 2451▲, 2452▲
 Jewish Studies 2700▲, 2702▲, 2703▲, 2704▲, 2708▲, 3371▲
 Korean 2451▲
 Medieval and Renaissance Studies 2888
 Modern Greek 2500H (AU15 and earlier), 3710▲
 Near Eastern Languages and Cultures 3702▲, 3704▲
 Persian 2301▲, 2701▲, 2704
 Portuguese 2150▲, 2159▲
 Philosophy 2120▲, 2465, 3210▲, 3220▲, 3230▲, 3240▲, 3250▲, 3261
 Religious Studies 2102.01▲ (SU15 and later), 2102.02▲ (AU15 and later)
 Russian 2250▲
 Scandinavian 3350▲, 5251 (AU14 and later)
 Slavic Languages and Cultures 2345▲
 Spanish 2320▲, 2520▲
 Theatre 2367.02*
 Turkish 2701▲
 Women's, Gender and Sexuality Studies 2215, 2367.01*, 2367.02*, 2367.03*, 2367.04* (AU12 and later), 2702▲ (SP13 and later), 3372▲ (AU12 and earlier)
 Yiddish 3371▲, 3399▲

Visual and Performing Arts, 3 hours

The goal of courses in this category is to develop your ability to evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Choose one course. A maximum of three hours is permitted from the department of the major across the Literature and Visual and Performing Arts categories, but these hours may not be counted on the major.

African American and African Studies 2101▲, 2288*, 3376▲ (Global Studies SP13 and later), 4571*
 Architecture 3192, 5610 (AU13 and earlier)
 Art 2100, 2300, 2502, 2555, 3201H
 Art Education 1600, 2367.01*, 2520
 Chinese 4405▲
 Comparative Studies 3607▲, 3686* (AU10 and later)
 Dance 2401
 East Asian Languages and Literatures 3446
 English 2263, 2269, 2463
 Film Studies 2270 (SP15 and earlier), 2270.01 (SU15 and later), 2270.02, 2271
 French 2801
 German 2451, 3254H▲
 Hebrew 2205, 2245, 2367.01
 History of Art 2001▲, 2002▲, 2003▲, 2005, 2101▲, 2367 (SU13 and earlier), 2901▲, 3001 (SP14 and earlier), 3002▲, 3005, 3010H, 3101 (SP14 and earlier), 3102▲, 3211, 3521▲, 3601▲ (SP17 and earlier), 3603▲, 3605, 3611, 3631* (AU13 to SP17), 3635 (SP14 and earlier), 3901▲ (Global Studies SU17 and later), 4421▲, 4605, 4810▲, 4820▲
 Italian 2053▲, 2055
 Jewish Studies 2205, 2245
 Korean 5405 (AU13 and earlier)
 Landscape Architecture 2600
 Modern Greek 2680▲
 Music 2250▲, 2251▲, 2252, 2253, 2254, 2288*, 3341 (SP16 and earlier), 3342, 3343, 3344, 3345, 3347▲, 3348▲, 3349, 3350, 3360, 3364▲
 Philosophy 2450, 2455, 2470H
 Physics 3201H
 Portuguese 2335
 Religious Studies 3679
 Russian 3460▲, 3470▲
 Slavic Languages and Cultures 3310▲ (AU14 and later), 3320▲ (SU14 and earlier), 3360
 Spanish 2322▲, 2330▲, 2380▲
 Theatre 2100*, 2101H, 2341H, 2811
 Women's, Gender and Sexuality Studies 2230, 3310▲, 3317

Social Science, 6 hours (at least 2 courses)

The goal of courses in this category is to help you learn about the systematic study of human behavior and cognition, of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Choose six credit hours from the following lists, with at least three hours from two of the three sections. A maximum of three hours is permitted from the department of the major, but these hours may not be counted on the major.

Individuals and Groups

African American and African Studies 1101, 2218
 Animal Sciences 2367
 Anthropology 2201▲, 2202▲, 3420, 3597.01▲ (AU15 and later), 3597.02▲ (AU15 and later)
 Communication 1100, 1101, 1102H, 2331, 2442 (AU13 and earlier), 3442 (SP14 and later)
 Consumer Sciences: Fashion and Retail Studies 2372
 Economics 3048
 Education: Teaching and Learning 3160 (AU14 and later), 4005*
 Educational Studies: Cultural Foundations of Education 2241 (SU17 and earlier)
 Educational Studies: Philosophy and History of Education 2241 (AU17 and later)
 Geography 2100
 Human Development and Family Science 2200, 2350, 2400, 2410, 3440
 International Studies 3850▲
 Linguistics 1100▲, 3501▲, 3602*, 3603▲, 3701
 Political Science 2150, 3200 (SU15 and earlier), 3596 (AU15 and later)
 Psychology 1100*, 1200*, 2367.01, 3371
 Public Health 2010▲ (SP15 and later)
 Rural Sociology 3580▲
 Slavic Languages and Cultures 3800 (AU17 and later), 4800 (SU17 and earlier)
 Social Work 1130
 Sociology 2210, 2370, 2380 (AU13 and earlier), 3380 (SP14 and later)
 Spanish 2389*
 Speech and Hearing Science 3330, 3350
 Women's, Gender and Sexuality Studies 1110*

Organizations and Politics

African American and African Studies 4250▲
 Anthropology 1100▲
 City and Regional Planning 3500*
 Consumer Sciences: Consumer and Family Financial Services 2910
 Economics 2002.01, 2002.03H, 2367.02
 Environment and Natural Resources 4000
 Geography 2500▲, 3600, 3601▲, 3701▲, 5601
 International Studies 2000▲, 2050▲, 2200▲, 2250▲, 2251▲, 2800▲
 Political Science 1100, 1165, 1200▲, 2300▲, 2367, 2400, 4120, 4123, 4150, 4212▲, 4250▲
 Rural Sociology 1500*
 Sociology 1101*, 2345, 2367.01H, 2367.02, 2367.03H (SP17 and earlier)

Human, Natural, and Economic Resources

Agricultural, Environmental, and Development Economics 2001, 2580▲
 Anthropology 4597.03H▲ (SP16 and later)
 Architecture 2220
 Business Administration: Management and Human Resources 2500
 Economics 1100.01, 1100.02, 2001.01, 2001.02, 2001.03H
 Environment and Natural Resources 2300
 Geography 2400▲, 2750▲, 3800, 3901H
 History 2700▲
 International Studies 2100▲, 2500▲, 2580▲, 3350▲
 Political Science 1300▲, 3220▲, 3225▲
 Public Affairs 2110 (SP15 and later)
 Sociology 2320 (AU12 and later), 3460, 3463
 Social Work 1120

Historical Study, 3 hours

The goal of courses in this category is to develop your knowledge of how past events are studied and how they influence today's society and the human condition.

Choose one course from the following list.

African American and African Studies 1121▲, 1122▲, 2080, 2081, 2085*, 3081*, 3083*, 3086*, 3089, 3304, 3308▲, 3320▲
 Classics 2221 (SP16 and later), 2301▲, 3000, 3202 (AU15 and earlier), 3215▲, 3401, 3407 (AU15 and earlier), 3408
 Consumer Sciences: Fashion and Retail Studies 2374
 Earth Sciences 1911
 Economics 4130▲, 4140▲
 Engineering 2361, 2362, 5797.13▲ (SP15 and later)
 History: any History department offering at the 1000-level (except for 1194), 2000-level (except for 2194, 2798, and 2800), or 3000-level (except for 3191, 3193.01, 3193.02, 3194, 3273, 3704, 3798.01, and 3800H)
 History of Art 2001▲ (WI08 and later), 2002▲ (WI08 and later), 2003▲ (AU15 and later), 2301▲ (SP13 and later), 3301▲ (AU12 and earlier)
 International Studies 3350▲

Jewish Studies 2450▲, 2451, 2452, 2453, 2454, 2455, 2475, 3110 (AU17 and earlier), 3450, 3455, 3460, 3470, 3465, 3505▲
 Kinesiology: Sport Industry and Sport Management 2210, 2211
 Microbiology 3798.05
 Near Eastern Languages and Cultures 2680▲, 3111
 Philosophy 2660
 Political Science 4123
 Public Affairs 2500 (SP18 and later)
 Religious Studies 3680▲
 Women's, Gender and Sexuality Studies 3322H• (AU12 and earlier), 4401•

Cultures and Ideas (or Second Historical Study), 3 hours

The goal of courses in the area of Cultures and Ideas is to develop your ability to evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. See above for the goal of courses in Historical Study.

Cultures and Ideas

African American and African Studies 2285▲, 3342H▲, 4342▲, 5485.01▲
 Anthropology 1100▲, 2241▲, 3434
 Arabic 2241▲, 2367•, 3301▲
 Architecture 2300 (AU14 and later), 3195▲, 4596
 Art Education 2550•
 Arts and Sciences 2400, 4870
 Bioethics 2000, 2010
 Biomedical Sciences Graduate Program 2000, (SU15 to AU15), 2010 (SU15 to AU15)
 Chinese 2231▲, 2232▲
 Classics 2201▲, 2202▲, 2203▲ (AU13 and earlier), 2204▲, 2205, 2301▲, 2526▲ (SP14 and later), 2798.02▲ (SU16 and later), 3000, 3202 (AU15 and earlier), 3404▲, 3408, 4822• (SU16 and later)
 Community Leadership 3535•
 Comparative Studies 2210▲ (SP13 to SU15), 2220▲ (SP11 and later), 2264, 2281•, 2321•, 2322•, 2323•, 2340▲, 2341▲, 2343•, 2350, 2360, 2367.04•, 2367.07•, 2367.08•, 2370▲ (SP15 and earlier), 2670 (AU15 and earlier), 3302▲, 3501, 3620, 3645▲, 3646, 3657▲, 3676▲ (AU12 and earlier), 3677 (SU15 and earlier), 3686• (SU10 and earlier), 3689▲, 3692▲ (SP18 and later)
 Dance 3401•, 3402▲ (AU13 and later)
 East Asian Languages and Literatures 1231▲, 2284
 Educational Studies: Philosophy and History of Education 3410 (AU17 and later)
 Educational Studies: Philosophy of Education 3410 (SU17 and earlier)
 Engineering 5797.18 (SU16 and later)
 English 1167H, 2264, 2270, 2271 (SP15 and earlier), 2276, 2277, 2282•, 3271 (SU15 and later), 3364, 3378
 Environment and Natural Resources 3470
 French 1803 (AU17 and earlier), 1803.01 (SP18 and later), 1803.02 + 1803.03 (both 1803.02 and 1803.03 must be taken in order to earn GE credit), 3801
 German 2255, 2350 (SU16 and later), 2352▲, 3253, 3256, 3351▲, 3353 (SU17 and earlier), 3353H (AU17 and later), 3451H▲
 Health and Rehabilitation Science 2530
 Hebrew 2210▲ (AU16 and earlier), 2216▲, 2241▲, 3120, 3210▲ (SP17 and later), 3705▲ (AU17 and later)
 History 3213 (SP16 and later)
 History of Art 2301▲ (SP13 and later), 3301▲ (AU12 and earlier), 4701
 Japanese 2231▲, 2255
 Jewish Studies 2201▲, 2209 (AU17 and earlier), 2210▲ (AU16 and earlier), 2241▲, 2242▲, 2367, 2450▲, 2516▲, 3111 (SP16 and later), 3210▲ (SP17 and later)
 Korean 2231▲
 Landscape Architecture 2300 (AU14 and later), 2367
 Linguistics 2000, 3601•, 3901
 Medieval and Renaissance Studies 2211▲, 2215▲, 2217▲, 2513▲, 2514▲, 2516▲, 2520, 2526▲, 2610, 2618▲, 2666▲
 Modern Greek 2000▲, 2100▲, 2240, 2410▲
 Near Eastern Languages and Cultures 2220▲, 2241▲, 2244▲, 3201, 3204▲, 3205▲, 3501▲, 3508, 3620, 3625▲ (AU16 and earlier), 3625.01▲ (SP17 and later), 3625.02▲, 3700▲
 Persian 2241▲
 Pharmacy 3420
 Philosophy 1100, 1300, 1332, 1337, 1338, 1850 (AU17 and earlier), 2340, 2400, 2455, 2850 (SP18 and later), 2860, 3111 (SP16 and later), 3120, 3420•
 Portuguese 2330▲, 2331▲
 Religious Studies 2210▲ (AU15 to AU16), 2370▲ (SU15 and later), 2670 (SP16 and later), 3210▲ (SP17 and later), 3672• (SP16 and later)
 Russian 2335▲ (SU16 and earlier), 2335.01▲ (AU16 and later), 2335.99▲, 2345▲, 3530
 Slavic Languages and Cultures 2230▲, 3333▲
 Spanish 2150▲, 2151▲, 2242•, 2331▲, 2332▲
 Turkish 2241▲
 Women's, Gender and Sexuality Studies 1110• (AU10 and later), 2282•
 Yiddish 2241▲, 2367

Historical Study

African American and African Studies 1121▲, 1122▲, 2080, 2081, 2085•, 3081•, 3083•, 3086•, 3089, 3304, 3308▲, 3320▲
 Classics 2221 (SP16 and later), 2301▲, 3000, 3202 (AU15 and earlier), 3215▲, 3401, 3407 (AU15 and earlier), 3408
 Consumer Sciences: Fashion and Retail Studies 2374
 Earth Sciences 1911

Economics 4130▲, 4140▲
 Engineering 2361, 2362, 5797.13▲ (SP15 and later)
 History: any History department offering at the 1000-level (except for 1194), 2000-level (except for 2194, 2798, and 2800), or 3000-level (except for 3191, 3193.01, 3193.02, 3194, 3273, 3704, 3798.01, and 3800H)
 History of Art 2001▲ (WI08 and later), 2002▲ (WI08 and later), 2003▲ (AU15 and later), 2301▲ (SP13 and later), 3301▲ (AU12 and earlier)
 International Studies 3350▲
 Jewish Studies 2450▲, 2451, 2452, 2453, 2454, 2455, 2475, 3110 (AU17 and earlier), 3450, 3455, 3460, 3470, 3465, 3505▲
 Kinesiology: Sport Industry and Sport Management 2210, 2211
 Microbiology 3798.05
 Near Eastern Languages and Cultures 2680▲, 3111
 Philosophy 2660
 Political Science 4123
 Public Affairs 2500 (SP18 and later)
 Religious Studies 3680▲
 Women's, Gender and Sexuality Studies 3322H• (AU12 and earlier), 4401•

Language Proficiency, 0 – 12 hours

The goal of courses in this category is to develop your skills in communication across ethnic, cultural, ideological, and national boundaries, and help you develop an appreciation of other cultures and patterns of thought.

You must complete course work through the third language course (1103 or equivalent).

World Languages offered⁶

American Sign Language	Hungarian	Romanian
Arabic	Italian	Russian
Bosnian/Serbian/Croatian	Japanese	Somali
Chinese	Korean	Spanish
Czech	Latin	Swahili
French	Modern Greek	Swedish
German	Persian	Turkish
Greek	Polish	Uzbek
Hebrew	Portuguese	Zulu
Hindi	Quechua	

⁶Some languages are not offered every term.

Open Options, 6 hours (at least two courses)

You must complete at least six hours from any of the following categories.

Education Abroad (additional courses to be developed)

The goal of courses in this category is to allow you, by living and studying outside the U.S., to acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help you become more globally aware.

African American and African Studies 5798.03
 Arts and Sciences 2797.02, 2798.03, 2798.04, 2798.05
 Chinese 2797.01
 German 2798.02▲
 History 3798.02▲, 3798.03▲, 3798.04▲, 3798.05
 International Studies 2797.02
 Jewish Studies 4798.02
 Linguistics 2797.01
 Microbiology 3798.05
 Music 3350
 Near Eastern Languages and Cultures 2798.01
 Portuguese 2798.10
 Slavic Languages and Literatures 2797.02▲
 Social Work 5798.02
 Sociology 3798.03
 Spanish 2798.11, 2798.12, 2798.30
 University Honors 2396H

Cross-disciplinary Seminars (additional courses to be developed)

The goal of courses in this category is to help you demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through your interactions with students from different majors.

Agricultural, Environmental, and Development Economics 4597.01
 Animal Sciences 4597
 Anthropology 3597.01▲ (AU15 and later), 3597.02▲ (AU15 and later), 4597.01 (SU15 and earlier), 4597.02 (SU15 and earlier), 4597.03H, 4597.04, 4597.05H
 Architecture 4596
 City and Regional Planning 4597
 Communication 2596, 3597.01▲, 3597.02▲
 Comparative Studies 4597.01▲, 4597.02▲, 4597.03▲
 Economics 4597.01
 English 3597.03, 4597.01, 4597.02, 4597.04H
 Food Science and Technology 4597.01, 4597.02

Geography 3597.01, 3597.03
International Studies 4597.01
Landscape Architecture 3597
Linguistics 4597.01, 4597.02

Appendix D

Near Eastern Languages and Cultures 4597
Plant Pathology 4597
Political Science 3200 (SU15 and earlier), 3596 (AU15 and later), 4597.01, 4597.02, 4597.03
Portuguese 4597.01▲, 4597.02▲
Psychology 4597.01, 4597.02 (AU12 and earlier)
Slavic Languages and Cultures 4597▲ (AU13 and later)
Social Work 3597
Sociology 3597.01, 3597.02
Theatre 3597
Women's, Gender and Sexuality Studies 4597
University Honors 2596H

Service-Learning (additional courses to be developed)

The goal of courses in this category is to help you gain and apply academic knowledge through civic engagement with communities.

Economics 3900.01S
Educational Studies: Counselor Education 2189S (AU15 and later)
Educational Studies: Higher Education and Student Affairs 2571S (AU14 and later)
English 4567S (AU13 and later)
Geography 5200S (AU13 and later)
Philosophy 5010S
Sociology 2211S (AU13 and later), 4000S

Other GE approved courses from the following categories

Writing (except English 1110)
Quantitative and Logical Skills (except Mathematics 1151 or below)
Natural Science
Literature
Visual and Performing Arts
Social Science
Historical Study
Cultures and Ideas
Language Proficiency
Social Diversity in the United States
Global Studies

Social Diversity in the United States, 0 – 3 hours

The goal of courses in this category is to foster an understanding of the pluralistic nature of institutions, society, and culture in the United States in order to help you become an educated, productive, and principled citizen.

You must complete at least one course from this area, which can overlap with another GE category or the major. If you do not choose an overlapping course, the social diversity requirement must still be met. Courses marked with a bullet (•) also count in another GE category.

African American and African Studies 2085•, 2201, 2281•, 2288•, 2367.01•, 2367.04•, 3081•, 3083•, 3086•, 3230, 3376• (AU12 and earlier), 4571•
Agricultural Communication 2367•
Arabic 2367•
Art Education 2367.01•, 2367.03•, 2550•, 3367 (AU14 and earlier)
City and Regional Planning 3500•
Communication 2704
Community Leadership 3535•
Comparative Studies 2105•, 2214 (SP17 and later), 2281•, 2321•, 2322•, 2323•, 2367.02•, 2367.04•, 2367.07•, 2367.08•, 3686•, 4822• (SU16 and later)
Dance 3401•
Economics 3820
Education: Teaching and Learning 4005•
Educational Studies: Cultural Foundations of Education 1201 (AU15 and earlier), 1202 (AU15 and earlier), 3206 (SP15 to SU17)
Educational Studies: Higher Education and Student Affairs 2577 (AU14 and later)
Educational Studies: Philosophy and History of Education 3206 (AU17 and later)
Engineering 2367•
English 2281•, 2282•, 2367.01•, 2367.02•, 2367.03 (AU10 and earlier), 2367.05•, 2367.06•
Geography 3750
History 2001•, 2002•, 2065•, 2070• (SP18 and later), 2071•, 2075•, 2079•, 2085•, 2610•, 2750• (AU09 and later), 2752•, 3001•, 3002•, 3003• (SP14 and later), 3014• (SP14 and later), 3040•, 3071• (SP15 and later), 3075• (AU13 and later), 3082•, 3083•, 3085•, 3612•, 3620•, 3706•
History of Art 3631• (AU13 to SP17)
Linguistics 2367.01•, 3601•, 3602•
Modern Greek 2367•
Music 2288•
Philosophy 2367•, 3420•
Psychology 1100•, 1200•, 3375
Religious Studies 3672• (SP16 and later), 3678 (AU17 and later)
Rural Sociology 1500•
Sexuality Studies 2214

Slavic Languages and Cultures 2367•
Social Work 1140, 2101 (AU14 and earlier)
Sociology 1101•, 3200 (SP17 and later), 3306, 3435, 3467, 4608
Spanish 2242•, 2367• (AU14 and earlier), 2367S• (SP15 and later), 2389•, 2504
Speech and Hearing Science 3310 (SP16 and earlier)
Theatre 2100•, 2367.01•, 2367.02•, 2367.03•
Women's, Gender and Sexuality Studies 1110•, 2282•, 2367.01•, 2367.02•, 2367.03•, 2367.04•, 3322H• (AU12 and earlier), 3370, 4401•, 4510, 4520

Global Studies, 0 – 6 hours

The goal of courses in this category is to foster an understanding of the pluralistic nature of institutions, society, and culture across the world in order to help you become an educated, productive, and principled citizen.

You must complete at least two courses from this area. Each course can overlap with another GE category or the major. If you do not choose overlapping courses, the global studies requirement must still be met. Courses marked with a triangle (▲) also count in another GE category.

African American and African Studies 1121▲, 1122▲, 2101▲, 2251▲, 2285▲, 2300, 3308▲, 3320▲, 3342H▲, 3376▲ (SP13 and later), 3620, 3956▲, 4250▲, 4342▲, 4551▲ (SP13 and later), 5485.01▲, 5485.03▲
Agricultural, Environmental, and Development Economics 2580▲
Anthropology 1100▲, 2201▲, 2202▲, 2241▲, 3340, 3597.01▲ (AU15 and later), 3597.02▲ (AU15 and later), Anthropology 4597.03H▲ (SP16 and later), 5602 (SP16 and later)
Arabic 2241▲, 2701▲, 2702▲, 3301▲
Architecture 3195▲
Chinese 2231▲, 2232▲, 2451▲, 4401▲, 4402▲, 4403▲, 4404▲, 4405▲
Classics 1101▲, 2201▲, 2202▲, 2203▲ (AU13 and earlier), 2204▲, 2220▲, 2301▲, 2526▲ (SP14 and later), 2798.02▲ (SU16 and later), 3404▲, 3215▲, 3956▲
Comparative Studies 1100▲, 2101▲, 2102.01▲ (SP15 and earlier), 2102.02▲ (SU15 and earlier), 2103▲, 2104▲, 2210▲ (SP13 to SU15), 2220▲ (SP11 and later), 2301▲, 2340▲, 2341▲, 2343▲, 2370▲ (SP15 and earlier), 2864H▲, 3302▲, 3603▲, 3606▲, 3607▲, 3608▲, 3645▲, 3657▲, 3676▲ (AU12 and earlier), 3689▲, 3692▲ (SP18 and later) 4597.01▲, 4597.02▲, 4597.03▲
Communication 3597.01▲, 3597.02▲
Dance 3402▲ (AU13 and later)
East Asian Languages and Literatures 1231▲
Economics 4130▲, 4140▲
Engineering 5797.13▲ (SP15 and later)
English 2201▲, 2202▲, 2220▲, 4554
French 1801▲
Geography 2400▲, 2500▲, 2750▲, 3601▲, 3701▲
German 2250▲, 2252H▲, 2253▲, 2352▲, 2798.02▲, 3252▲, 3254H▲, 3351▲, 3451H▲
Hebrew 2210▲ (AU16 and earlier), 2216▲, 2241▲, 2700▲, 2702▲, 2703▲, 2704▲, 2708▲, 3210▲ (SP17 and later), 3705▲ (AU17 and later)
History 1101▲, 1102▲, 1211▲, 1212▲, 1681▲, 1682▲, 2100▲, 2105▲, 2110▲, 2120▲, 2125▲, 2202▲, 2203▲, 2204▲ (SP15 and later), 2205▲, 2210▲, 2220▲, 2231▲, 2240▲, 2250▲, 2251▲ (AU13 and later), 2252▲ (SP15 and earlier), 2271▲, 2275▲, 2280▲ (SP14 and later), 2375▲ (SP14 and later), 2401▲, 2402▲, 2450▲, 2500▲, 2550▲ (AU13 and later), 2620▲, 2641▲, 2642▲, 2650▲ (AU13 and later), 2651▲, 2675▲, 2680▲, 2700▲, 2702▲, 2703▲, 2704▲, 3106▲ (AU13 and later), 3214▲, 3215▲, 3216▲ (SP14 and later), 3221▲ (SP14 and later), 3227▲, 3229▲ (SP14 and later), 3231▲, 3232▲, 3247▲, 3252▲ (SU15 and later), 3254▲ (SU15 and later), 3281▲ (SP14 and later), 3282▲ (AU13 and later), 3301▲, 3302▲, 3306▲, 3307▲, 3308▲, 3310▲, 3353▲, 3375▲ (AU13 and later), 3376▲ (AU17 and later), 3404▲ (SP14 and later), 3405▲ (SP14 and later), 3410▲ (SP14 and later), 3411▲, 3425▲ (AU17 and later), 3435▲, 3436▲, 3505▲, 3550▲, 3570▲ (AU13 and later), 3580▲ (SP14 and later), 3675▲, 3680▲, 3715▲ (AU13 and later), 3798.02▲, 3798.03▲, 3798.04▲
History of Art 2001▲, 2002▲, 2003▲, 2101▲, 2301▲ (SP13 and later), 2901▲, 3002▲, 3102▲ (SP13 and later), 3301▲ (AU12 and earlier), 3521▲, 3601▲ (SP17 and earlier), 3631•, 3603•, 3901• (Global Studies SU17 and later), 4421▲, 4810▲, 4820▲
International Studies 2000▲, 2050▲, 2100▲, 2200▲, 2250▲, 2251▲, 2500▲, 2580▲, 2800▲, 3350▲, 3850▲
Italian 2051▲, 2052▲, 2053▲, 3051▲
Japanese 2231▲, 2451▲, 2452▲
Jewish Studies 2210▲ (AU16 and earlier), 2210▲, 2241▲, 2242▲, 2450▲, 2516▲, 2700▲, 2702▲, 2703▲, 2704▲, 2708▲, 3210▲ (SP17 and later), 3371▲, 3505▲
Korean 2231▲, 2451▲
Linguistics 1100▲, 3501▲, 3603▲
Medieval and Renaissance Studies 2211▲, 2215▲, 2217▲, 2513▲, 2514▲, 2516▲, 2526▲, 2618▲, 2666▲
Modern Greek 2000▲, 2100▲, 2410▲, 2680▲, 3710▲
Music 2250▲, 2251▲, 3347▲, 3348▲, 3364▲
Near Eastern Languages and Cultures 2220▲ (SP11 and later), 2241▲, 2244▲, 2680▲, 3204▲, 3205▲, 3501▲, 3625▲ (AU16 and earlier), 3625.01▲ (SP17 and later), 3625.02▲, 3700▲, 3702▲, 3704▲
Persian 2241▲, 2301▲, 2701▲
Philosophy 2120▲, 3210▲, 3220▲, 3230▲, 3240▲, 3250▲
Political Science 1200▲, 1300▲, 2300▲, 3220▲, 3225▲, 4212▲, 4250▲
Portuguese 2150▲, 2159▲, 2330▲, 2331▲, 4597.01▲, 4597.02▲
Public Health 2010▲ (SP15 and later)
Religious Studies 2102.01▲ (SU15 and later), 2102.02▲ (AU15 and later), 2210▲ (AU15 to AU16), 2370▲ (SU15 and later), 3210▲ (SP17 and later), 3680▲
Rural Sociology 3580▲
Russian 2250▲, 2335▲ (SU2016 and earlier), 2335.01▲ (AU16 and later), 2335.99▲, 2345▲, 3460▲, 3470▲

Scandinavian 3350▲
Slavic Languages and Cultures 2230▲, 2797.02▲, 2345▲, 3310▲ (AU14 and later),
3320▲ (SU14 and earlier), 3333▲, 4597▲ (AU13 and later)
Sociology 3597.01▲ (SP17 and later), 3597.02▲ (SU17 and later), 5450 (SP17 and later)
Spanish 2150▲, 2151▲, 2320▲, 2331▲, 2322▲, 2330▲, 2332▲, 2380▲, 2520▲
Turkish 2241▲, 2701▲
Women's, Gender and Sexuality Studies 2702▲ (SP13 and later), 3310▲, 3372▲ (AU12 and
earlier)
Yiddish 2241▲, 3371▲, 3399▲

Appendix D

Goals, Objectives, and Outcomes for Advanced (Second-level) Writing

Overview

Courses approved as GE Advanced Writing courses give students explicit instruction in strategies for inquiry and communication, and provide students with multiple, scaffolded opportunities to research and compose for a range of academic, professional, and technical contexts. They will also help students prepare to adapt and transfer their learning about inquiry and communication to writing in their major coursework and their personal, professional, and civic lives.

Advanced Writing courses use course themes and disciplinary perspectives to *provide motivation and context for learning about inquiry and writing*. While writing can well serve content instruction and promote learning throughout the curriculum, Advanced Writing courses do not simply focus on using writing to explore a course theme and discipline.

Many current second-level writing classes might easily fit the thematic clusters being developed, and with some revision, might be refocused to meet the guidelines to be approved as advanced writing courses within the new GE framework. The Writing Across the Curriculum (WAC) program at the Center for the Study and Teaching of Writing (CSTW), the University Institute for Teaching and Learning, the Libraries, and the University Center for the Advancement of Teaching are available to provide advice, support, and training as departments develop or redesign these courses.

Goals

To these ends, Advanced Writing courses will

- Spend significant time explicitly teaching students how to find meaningful problems and questions appropriate to the course theme and discipline.
- Teach students how to strategically plan research and writing projects
 - This can be done through iterative, scaffolded assignments that provide regular opportunities for peer and instructor feedback and for revision.
- Teach students how to rhetorically evaluate texts, not just analyze for content
 - This might be achieved through rhetorical analyses, rubric development, annotated examples and models, comparisons of strategies across different texts and contexts.
- Give students multiple opportunities to respond to questions and problems for multiple contexts, audiences, and formats.
 - Contexts and audiences should be articulated for major assignments
 - These contexts and audiences should vary:
 - Can be academic, but might also include
 - More public contexts: journalistic, civic, professional, commercial or other meaningful public spheres
 - Multiple formats

- Genre: in addition to the classroom-oriented “expository essay”, consider other forms of writing that might be appropriate, like grant proposals, policy briefs, editorials, public service announcements, or any kind of writing in some context appropriate to your field and course theme.
 - Multiple modalities: in addition to text, consider visual, aural (public speaking or recorded sound), performative, interactive modes.
 - Courses that incorporate certain high impact educational experiences--such as service learning, community engagement, project-based learning, undergraduate research opportunities, or client-based projects--can provide important, meaningful contexts for students to develop skills for inquiry and communication.
- Give students opportunities to transfer their knowledge of writing and information literacy by
 - Helping them adapt their previous experiences with inquiry and writing to new contexts appropriate to the discipline and course theme.
 - Providing space for them to anticipate and articulate how what they’ve learned about writing and research/inquiry might be relevant for them in the future.
 - This might involve students writing to scenarios that ask them to step into roles as writers or readers that reflect professional practice with guidance from an instructor.
 - It might involve instructors giving students an opportunity to investigate how writing is used in some context that’s of interest to them, and compose a project in a form that interests them, but is appropriate to the course theme.
- Instructors teaching these courses should have received (and should continue to receive) professional development on writing pedagogy either in their department or through on campus programming like that offered by the Writing Across the Curriculum program at the Center for the Study and Teaching of Writing and certified through the University Institute for Teaching and Learning.
- Since effective strategies for writing instruction are work intensive, course enrollments should be limited to 20 students (including recitation sections in courses in a lecture-recitation format) to allow instructors to manageably guide their students and give timely, substantive feedback. Instructors teaching multiple sections of an advanced writing course should have no more than 60 students a term. See statements from the [National Council for Teachers of English](#) and the [Association of Departments of English](#) for rationales for these limits and references to research that informs them.

Advanced Writing Course Outcomes

Students will be able to identify and investigate problems or questions that are meaningful in relation to the course theme. Students will

- Identify gaps in their own knowledge and in the field, and employ strategies for research to fill those gaps.
- Determine the scope of their inquiry to develop strategies to identify relevant search tools and a range of information resources appropriate to their research.
- Flexibly employ iterative strategies to conduct thorough and relevant research
- Critically evaluate and synthesize information in ways that are appropriate to their research questions and which address the expectations of the field they are investigating.

Students will be able to compose informed and meaningful responses to existing problems and arguments, responses that are directed toward varied contexts, genres, and modalities. Students will

- Compose for a range of purposes and audiences using multiple genres and modalities, including scholarly, professional, or technical discourse.
- Employ strategies to generate ideas, draft, get feedback from readers, and revise.
- Investigate and use appropriate communication conventions for a range of genres and contexts.
- Be ethically accountable for their work, which includes how they treat the ideas of others and how they consider intellectual property and fair use.
- Make use of available digital media/technologies when appropriate for researching, collaborating, and communicating.

Students will be empowered to transfer their new knowledge of writing and research to new settings. Students will

- Anticipate how they might employ or adapt the strategies they have learned in different contexts and/or in their future coursework.
- Present the scope of their research and writing in ways that demonstrate what they've learned and why this work is significant to them.