Students entering the Colleges of the Arts and Sciences in autumn quarter 1983, will have fewer BER courses available to them.

According to Mark Auburn, associate vice provost and secretary for the Colleges of the Arts and Sciences, the number of BER courses offered in the humanities and natural sciences will be reduced, but the number of courses offered in the social sciences will remain the same.

Currently, students can choose from about 168 humanities, 60 natural science courses and 50 social science courses that will fulfill BER requirements.

Under the change, the number of courses offered within the humanities will be reduced to seven and the number within natural sciences will be reduced to 30.

However, the significance in the reductions will vary from major to major within the college, according to Auburn.

Some majors within the college already limit the number of BERs available to their students, Auburn said.

For example, social work students are only allowed to choose seven of the 50 courses offered as BERs within the social sciences, he said.

Auburn said the change is an attempt to expose students to great works of art or masterpieces that they might be missing if allowed to choose from a wide variety of BERs.

The current system, for example, allows a student to take humanities courses to fulfill the BER without ever reading one famous piece of literature, seeing one great work of art or hearing one great musical composition, Auburn said.

"Using accomplished masterpieces, in the long-run, could serve our purposes better. A great work of art deals with internal human concern in a way that lesser works don't," he said.

Auburn said some people believe that too much diversity in BER offerings also creates a system of fragmentary learning. "There was a general feeling that the list had gotten out of hand," he said.

Although no new BER courses have been added within the past four or five years, the number of courses offered was too large from the beginning, he said. Students could not look at the list and tell what they should be taking, he added.

Auburn also said the current list no longer represented the faculty's ideas of acceptable courses for students.

But Auburn believes students still should be allowed to choose their courses. "We feel that the BER can be fruitfully taught using some variety," he said. There is danger in limiting the offerings so that certain particular works of art become canonized, he added.

Auburn speculated that other OSU colleges may follow the lead of arts and sciences in limiting the number of courses offered.

According to James Marshall, assistant dean and secretary of engineering administration, nothing is being done to reduce the number of BER courses offered within the college.

However, Marshall said the college will be looking closely at the guidelines followed by the Colleges of the Arts and Sciences.

He said the college is always concerned with the basic education of its students.

According to Marshall, the College of Engineering does have certain BER courses that are recommended to students.

"Some of our courses insist on economics 200 or 400 as basic education requirements," he said.

"We also try to make freshmen aware of the need to take depth in their basic education classes and not just take introductory classes in sociology and psychology," he added.

According to Auburn, the popular BER courses such as the introductory courses in philosophy and theater and many of the 200-level English courses will still be offered.

The Colleges of the Arts and Sciences also plans to combine some courses that normally are offered as sequential courses into a one-quarter course.

A list of the new courses to be offered has been sent to secretaries of all colleges on campus.

The list of BERs will be published and distributed to incoming freshmen in May at orientation, Auburn added.
Faculty opinions differ on BERs

By Paul Corbitt
Lantern staff writer 1-28-85

The OSU faculty disagree over whether the university's Basic Education Requirements should be changed to emphasize courses in the humanities.

Some faculty members in the humanities say students need more courses in literature, history and foreign languages.

Deans in the Colleges of Agriculture and Engineering agree that those courses are important, but argue that their programs allow enough flexibility for students to take humanities courses.

The BER offers a "glimmer of what a university education should be," said G. Michael Riley, dean of the College of Humanities.

"We graduate people who do not have enough education in the history, language, literature and culture of their own society, much less the cultures of foreign countries," said Ronald C. Rosbottom, chairman of the Department of Romance Languages. "This is despite the BER requirements."

"On the other hand, what percent of the students are taking math and science courses?" asked Sunder Advani, associate dean of the College of Engineering. "We'd like people in the humanities to have some appreciation of technical and scientific disciplines."

The faculty were responding to a recent report by the National Endowment for the Humanities that charged too many American colleges allow students to graduate without taking courses in literature, history, philosophy or foreign languages.

William Bennett, author of the report and President Reagan's nominee for Secretary of Education, said that without such courses, many college graduates remain ignorant of the culture and history of their own civilization.

The report, "To Reclaim a Legacy," said the humanities have been crowded out of undergraduate programs because students prefer courses that are more directly related to getting a job.

OSU faculty agreed that Bennett is raising an old debate: Should an undergraduate degree provide specialized, job-oriented training or a generalized broad education?

"The goal of the College of Arts and Sciences is to provide a broad base of education," said Thomas Willke, vice provost of the College of Arts and Sciences. "The education in the professional schools is more specialized."

As the foundation for undergraduate course work, the university-wide BER requirements are a compromise between the two views, Willke said.

According to university policy, every OSU undergraduate, regardless of his college, must take 15 hours of social sciences, 16 hours of natural sciences and 15 hours of humanities.

However, some faculty members agreed with the Bennett report's conclusion that some students are being short-changed in the humanities.

"(This short-changing) is due to curricula that focus on narrow professional or quasi-professional areas," Riley said. "A doctor or an engineer who lacks some appreciation of history or philosophy or literature is a deficient doctor or engineer. They need the humanities to enrich their private and professional lives."

Students in the professional colleges, at OSU and elsewhere, find it easier to escape the humanities courses, said Isaac Mowoe, assistant dean of the College of Humanities.

"Arts and Sciences is much more rigorous at the basic education level than are the professional colleges," he said. "In the Arts and Sciences we are more interested in answering 'Why?' than 'How?' The professional schools do well what they are designed to do. They have a different mission."

"I would be in favor of giving the students in the professional schools the same advantage that students in the Arts and Sciences enjoy. The liberal arts graduate may not be able to get a $40,000 job, but they will not want for those things which flow from being well educated," Mowoe said.

Deans from the Colleges of Engineering and Agriculture said their programs offer ample opportunity for students to get sufficient background in the humanities.

"We are constantly assessing how successful our graduates are in professional schools, business and government. By that barometer,
Sweeping BER

By Kelly Lewis
Lantern staff writer

A sweeping undergraduate curriculum review and reform is under way in the College of Arts and Sciences and will spread to other colleges this year.

Provost Myles Brand, vice president for Academic Affairs, initiated the review that will analyze the rationale behind basic education requirements.

"The universitywide BER is very weak compared to the Arts and Sciences (college) BER," Brand said.

Brand said BERs should be directed more toward students' academic goals.

Six national reports have criticized undergraduate education in the United States during the past three years, according to Brand.

"There is an overconcentration on vocationalism," Brand said. Universities should not only point a student toward a job but allow them "the lifelong opportunity for lifetime learning," he said.

The undergraduate curriculum has not undergone a full-scale study since 1957.

"Even if we were doing everything right at Ohio State, it is still important to have a complete review. Each generation of faculty should do a review," Brand said.

The undergraduate curriculum overhaul will consist of three steps. The first step, already in progress, is a review of basic education requirements. The Universitywide Special Committee for Undergraduate Curriculum Review will present a conceptual picture in early February of the BERs necessary to develop an "educated person," Brand said.

Gerald Reagan, professor of English, will serve as chairman of the committee which will submit an interim report to the administration focusing on the characteristics of what "an educated person should be," Brand said.

Brand predicts full implementation of the new BERs by autumn quarter 1988.

Reagan said all undergraduates should take communication skills courses to develop their writing and speaking skills. An educated person should have the ability to communicate clearly, read critically, and think analytically, he said.

Michele Evans, a senior from Canton majoring in education, attends the universitywide committee meetings. She is an assembly member of the Undergraduate Student Government.

"They (the committee) haven't got down to the nuts and bolts," Evans said. "The whole thing seems idealistic to me now.

"Nobody knows why you have to take BERs. I didn't really take any (BERs) that I was interested in. When you have 15 hours of a science to take, most students take the easiest way out," she said.

"Students will have less supermarket choices of BER courses," Brand said.

"Students will be more directed."

"I don't think the BERs will be more difficult; they will be more structured," Evans said.

"Writing will probably be stressed more," Evans said, and Brand wants every course to require a written paper.

Evans, an unofficial member of the committee, said USG had to work hard to gain student access to the meetings. She said she never receives advance notice of meetings, memorandums or literature from the meetings. Evans said she doesn't understand the committee's reluctance to have a student representative attend meetings.

"Our committee was a faculty committee appointed by President (Edward H.) Jennings," Reagan said. "The purpose of the committee was to simply begin the process by asking, 'What does the faculty think about this?'

The special committee for the College of Arts and Sciences will develop a model curriculum from the interim report and send it to the other colleges as a "point of departure from their own general education requirements," Brand said.

Following the process, major programs will be reviewed by the individual colleges and departments for compliance with the new BERs.

Each college and departmental committee will have a student member working with faculty members to design the new curriculum, Brand said.

Brian Hicks, Undergraduate Student Government president, said Brand asked him to nominate two or three students...
to serve on the committees who had at least junior standing and were familiar with the college curriculum.

"We came up with two names. It's hard to get people to sit on it (the committee)," Hicks said. "It's a year-and-a-half long process."

Hicks said he thinks the review and reform will help students.

"I agree wholeheartedly when he (Brand) says we have a smorgasbord of classes to choose from. It doesn't seem now that the BER system makes a whole lot of sense. I believe that there is going to be a more structured philosophy behind BERs," he said.

Prior to coming to Ohio State five months ago, Brand was the dean of Arts and Sciences at the University of Arizona where he initiated an undergraduate curriculum review and reform.

Brand said the University of Arizona began implementing its curriculum changes in autumn. He said his experience with a full-scale review prepared him for the current project here.
BERs to be obsolete in new curriculum

By Tammy Galvin
Lantern columnist

Say good-bye to Basic Education Requirements, commonly known as BERs, because they will soon be obsolete. Taking their place will be the new General Education Curriculum to be implemented fall quarter 1990.

President Edward H. Jennings, in his October 1985 address to the University Senate, called for a university-wide review of the under-graduate curriculum.

He said the goal is "to identify a basic body of knowledge, thoroughly grounded in the liberal arts, that each of our students would be required to achieve."

Robert Arnold, the associate provost for instruction and curriculum, said Jennings established the Reagan Committee to review the present curriculum and to create a model for the new one. The committee decided on basic fundamental abilities each student should attain:

- The ability to write and speak with clarity and precision.
- The ability to read and listen critically with comprehension.
- The ability to engage in careful, logical thinking and critical analysis.
- The ability to respond intelligently to problems and arguments which involve quantitative data.

Arnold said the new curriculum was passed a few years ago for the various schools in the College of Arts and Sciences.

"Since then, other colleges have been either adopting this model or a variation of it," he said. "We expect all colleges to have adopted it by this coming autumn quarter."

The major changes brought about by the new general education curriculum will be seen most heavily in English, mathematics and data analysis, foreign language, natural and social sciences, the arts, and humanities," Arnold said.

He said the changes will only apply to new students coming in and the students already here will be able to choose from a variety of classes.

Fredrick Hutchinson, vice president for academic affairs and the provost, said there will be an increased emphasis on writing throughout each student's four years.

"In the past, students have taken writing, but only in their first year. Now, there will be writing across the curriculum for all four years," Hutchinson said.

The first course is a freshman-level course designed to train students in the fundamentals of expository writing, much like English 110, Hutchinson said.

The course Hutchinson spoke of will become the prerequisite for the remaining two courses.

In the sophomore year, the expository writing skills will be developed through the study of major topics and writings pertaining to the United States. Special attention will go to issues of race, gender, class and ethnicity.

In the junior or senior year, students will be required to take an upper-level course in their major that contains a significant writing component pertaining to their major.

Other major changes will be noted in math requirements as the new curriculum takes effect.

Hutchinson said quantitative and logical skills inherent in mathematics need to be mastered by each student so they may function in society.

"You know, we read all sorts of things that affect us in everyday life. It's very important to have some type of idea of the quantification or degree to which the information will affect us," Hutchinson said. "These courses will teach the general concepts of how to analyze, interpret and use that information."

Under the new curriculum, students will be required to take a course in basic computational skills, in mathematical and logical analysis, and in data analysis.

Foreign language will also be stressed under the new curriculum.

"Right now, not all colleges require their students to take a language through the fourth level, but under the new curriculum, it will be mandatory," Hutchinson said.

Students must also select from the new general education requirement courses, a course emphasizing cultural diversity; courses that study the pluralistic nature of institutions, societies and cultures. This requirement will not add credit hours to a student's degree program.

Other changes will be noted in the humanities and arts and humanities requirements. Each student will take one two-quarter broad historical survey, covering one of the following areas: Africa, Asia, Europe, Latin America, United States or World History. Students will also take three courses aimed at a close analysis of texts and works of art.

The changes in the requirements listed above are from the model that the College of Arts has recently adopted. All other colleges will be implementing this model or a variation of it by fall 1990.
Course changes confuse campus

By Daresse Welner
Lantern staff writer

This quarter many returning students have been upset by changes in course numbers for basic education requirements, says Donald Good, assistant dean and college secretary for Arts and Sciences.

The requirements are now called general education curriculum courses for incoming freshman. Curriculum changes have led some departments to restructure the classes and change the numbers, Good said.

The confusion can be helped if students pick up a revised liberal arts requirement sheet at the college office, he said.

Course number changes have always caused problems because the process of those changes delayed them from getting included in the master schedule, Good said.

Good said because of the new curriculum for incoming freshmen, the Colleges of the Arts and Sciences are trying to make it easier for the new students to quickly identify the classes that can be taken to fulfill the new general requirements.

For example, most courses which could fulfill the contemporary world requirement are now listed as 597 by the departments.

The same situation applies to the newly required second writing course for new freshmen. Good said courses that can be used to fulfill that requirement will be numbered 367.

He said the problem comes when students who have already been enrolled at Ohio State look at the old liberal arts requirement sheet while trying to schedule classes. They might run into trouble with BRUTUS, which uses the new numbers.

"We're trying our best to inform the returning students about the new numbers. If they have questions they shouldn't hesitate calling someone in the department," Good said.

He said new sheets have been distributed and posted. However, the course offerings book needs to be updated, and the master schedule was printed before the numbers changed this year, he said.

Dana Wrench, associate professor in the department of entomology and director of general biology, said when the old provost was looking at the planned revision of the undergraduate curriculum, he wanted a lot of the department courses evaluated.

Wrench said the biology department dumped the 110, 107 and 108 courses. In their place is the 101 and 102 sequence.

She said when students look at the old sheet and have already taken the 107 course, they think they should take the 102 course for the substitute in the sequence.

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However, they should take 101 instead, and students are confused by that, she said.

"The university is changing rapidly. We didn't have time to get the changes in the course offerings book for students to read the descriptions of courses. No wonder they are confused about the sequence substitution," Wrench said.

She said the reason for the course number change is because the course content has changed, and students should not be confused and think it is the same course.

"The new curriculum is complex, but the students will get a better education this way," Wrench said.

A similar situation has taken place in the plant biology department, known as botany until recently, said Robert Platt, assistant professor in the department.

He said the 112 course has been dropped and the department is now offering the 101 and 102 sequence because of the evaluation of beginning courses.

Platt said changes in course numbers are being implemented in many departments, and more changes such as adding completely new courses and deleting some courses, are also taking place.
Curriculum changes reflect current trends

By Matt Emery
Lantern staff writer

Members of Ohio State's faculty and administration said changes in the General Education Curriculum are a response to the nationwide emphasis on the humanities, social sciences and international studies.

Many universities are currently re-evaluating their curriculum to meet these current trends, said Robert Arnold, vice provost of curriculum.

Arnold said there is an increasing need for good writers and people specializing in international affairs.

He said former OSU president Ed Jennings called for review of the curriculum about five years ago, and the review led to the revamping of the academic agenda.

The new GEC, implemented this past fall, is broken up over four years, he said.

Students are now required to take a freshman composition course, followed by a sophomore course in expository writing and oral presentation. In the junior year, students are required to take a course in their major that contains a significant writing component. Prior to Autumn Quarter 1991, only English 110 was required.

In addition, the new curriculum requires 20 to 25 credit hours in natural sciences, 15 hours of social sciences and 25 hours in humanities.

Arnold said some colleges will vary in specific requirements, but the credit hours are constant.

Ron Racster, acting dean of the College of Business, said the business curriculum has become about 50 percent liberal arts and 50 percent business.

"If you talk to someone at the head of a corporation, they want someone with a broad liberal base," Racster said.

People have become much more concerned, overall, with the liberal arts, said David Frantz, dean of humanities.

Frantz said people want more out of an education than just training, and Ohio State is ahead of the nationwide trend.

The number of English majors at the university has doubled in the last five years. "There are five times as many as in the beginning of the '80s," Frantz said.

Frantz said there are also more students enrolled in English courses as electives. During Winter Quarter 1981, 6,300 students were enrolled in 200- to 600-level English courses. In 1990, the number was 8,100.

In winter of 1987, Ohio State had 24,813 students enrolled in humanities. Three years later, more than 27,000 were enrolled.

Don Dell, dean of social sciences, said almost every major in social sciences has grown. The numbers reflect the early 1970s, when the humanities and social sciences were popular.

"Other colleges that attracted many students are now attracting less," Dell said.

Dell said it is impossible to predict when the trend will reverse but said it most likely will change as it has done in the past.

In the 1988-89 school year, 107,714 bachelor's degrees in social sciences were awarded nationwide, compared to 100,270 in 1987-88.

Randall Ripley, chairperson of the political science department said political science majors are up at Ohio State and at all the Big Ten schools.

Robert Woyach, an OSU professor who teaches international studies said majors in international studies are also up. Woyach said the trend is like a pendulum swinging back to the humanities, and the emphasis on international understanding is undeniable.
Budget cuts hinder programs

New foreign language curriculum affected

By Erin Watterson
Lantern staff writer

Two components of the new General Education Curriculum that were to be implemented next fall, may be delayed because of the budget situation, said Robert L. Arnold, associate provost of academic affairs administration.

The original proposal of $1.7 million in funding for the second year of the GEC has been reduced to less than $1 million.

The proposed reductions will affect three elements of the planned curriculum. The new foreign language program that would have required all incoming freshmen to take a language will be delayed until Autumn Quarter 1993. Arnold said that by reducing this expensive component, the department can reduce its budget by $323,000 for next year. The foreign language requirements will not change in the College of Arts and Sciences and the International Business program.

The new proposal will negate the Council on Academic Affairs decision made on April 18, 1990 to implement this new agenda Autumn Quarter 1991. The change is awaiting the Council's approval and is on the agenda for the upcoming meeting May 1.

"This is an academic matter that was brought on by fiscal problems,' said Council member Kenneth R. Howey, professor of education policy and leadership.

Arnold said that close-outs in introductory Spanish and French classes are already high.

"If these foreign language requirements are not postponed, it could create a nightmare for students," Arnold said.

If the new proposals are enacted, freshmen will need to substitute other courses in order to fill the gap left by the reductions.

Another component of the curriculum, data analysis, will be delayed for one year at a savings of $245,600 to the university. The requirement would have mandated that all freshmen pursuing a bachelor of science degree take a general data analysis class and an additional class in an area of specialization. Freshman pursuing a bachelor of arts degree would have required to take a general data analysis class.

The third area where allocated funds were cut is the enrollment reduction, from an estimated 5,700 entering freshmen to 5,400. The smaller class will save an additional $130,000 for the university.

"This money is all new money," Arnold said. "We are trying to keep the essence of the GEC intact."

The GEC curriculum focuses on the writing program, humanities, and the natural sciences.

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Correction

In the April 24 story "Budget cuts hinder programs," the story should have clarified that the requirement of a data analysis class has not been dropped, but limited funding has delayed the introduction of new class sections.
Fiscal problems cause course delays; language requirement put off until 1993

By Erin Watterson
Lantern staff writer

The Council on Academic Affairs voted 12-1 yesterday to delay until Fall Quarter 1993 a new foreign language requirement for freshmen who are entering a college which has not previously required a foreign language.

The Office of Academic Affairs reduced the budget for the second year of the General Education Curriculum from $1.7 million to $967,000 because of the fiscal problems facing Ohio State.

The new foreign language program would have required $323,000 of the planned funds. This money would have supported the additional faculty, lecturers and teaching assistants for the new courses.

Associate Provost Robert L. Arnold said, "As painful as it was, certain programs bobbed up to the surface to be looked at."

Arnold explained that the colleges will determine how they will fill the gap in the student curriculum left by the removal of the foreign language requirement.

"We are telling colleges they can recommend that students take foreign language classes, but they can't require them, because students may be closed out," Arnold said.

Richard A. Weibl, graduate administrative associate, said deferring these hours to the colleges was an inconsistent step in the GEC.

Shigeru Miyagawa, chairman for East Asian Languages, said the number of required credit hours will stay the same.

The GEC task force looked into the option of phasing in the new foreign language requirement into colleges; however, Arnold said it would have raised confusion.

On April 18, the council approved a delay of these same foreign language requirements until Fall 1991.

Wednesday, the council approved a second motion to make the implementation of the foreign language requirements the highest priority for the Office of Academic Affairs in the Fall of 1993.

Arnold said he is optimistic the budget problems will change for the better and there is no indication that this program will not be instrumented in 1993.

"The only motive for this change is fiscal," Arnold said.

Charles E. Corbato, associate provost, said the delay is necessary to avoid escalating the problems of students being closed out of language classes.

The most popular languages on campus are Spanish and French.

"We are telling colleges that they can recommend that students take foreign language classes, but they can't require them because students may be closed out."

--Robert L. Arnold, associate provost

Corbato said. Consequently, these are the classes with the highest close-out rates, with the introductory classes being most often filled.

The other languages do not face the same situation, but Corbato said students are not always interested in those languages.

Arnold said that the Office of Academic Affairs is preparing a task force to address the problems of close-out situations at the university.

The incoming freshman class in Fall 1991 is consistent with an upward trend in students with foreign language background, Arnold said.

Corbato estimated that 90 percent of incoming freshman have at least two years of high school language, about 70 percent of them have completed three years and 35 percent have taken four years of a language.

Miyagawa suggested that the Office of Academic Affairs track the progress of these students with a foreign language background when they come to Ohio State to determine their capacity.

Arnold said a proposed admission requirement mandating that incoming freshmen have three years of a language has also been delayed and may not be implemented until 1993 or 1994.
Senate approves overhauled Gen Ed program to begin autumn 2021

Cohesive structure expands opportunities for electives, minors and double majors

The University Senate has overwhelmingly approved the first major overhaul of Ohio State’s General Education curriculum since its creation more than 30 years ago.

The university will now begin working on detailed implementation plans so that the new GE program can launch in Autumn Semester 2021, providing a cohesive academic foundation for a generation of future Buckeyes.

The new GE is designed to be an integrative program that threads through a student’s undergraduate career but requires fewer credits, providing students with more flexibility to pursue electives, minors or second majors. The structure emphasizes critical thinking and is intended to provide students with a breadth of awareness, knowledge and skills that cross disciplinary boundaries and prepares them to be global citizens.
“It has been decades since we re-evaluated our General Education curriculum in a meaningful way,” Executive Vice President and Provost Bruce McPheron said. “Career paths are different, technologies are different, and the subject matter of our majors has changed over that period.

“It’s understood that our students need a common educational grounding, but the real power of an Ohio State degree should enable them to weave together disparate threads of knowledge and to integrate that information into higher-order thinking and innovation.”

All 12 undergraduate-serving colleges endorsed the GE structure before the proposal was presented to University Senate.

The new structure requires 32 to 39 credit hours of GE coursework. By comparison, a Bachelor of Arts degree currently requires 46 to 69 hours of GE coursework and a Bachelor of Science requires 45 to 66 hours.

The new GE model consists of three parts: foundation courses, courses in thematic areas, and “bookend” courses at the beginning and end of the program.

- The **foundations component** includes classes in writing, mathematical and quantitative reasoning, data analysis, the arts and humanities, historical studies, and social and behavioral science. While it aligns closely with the current GE curriculum, it includes one notable addition: It requires students to take three credit hours in the area of race, ethnic and gender diversity. Significantly, the foundations component also aligns with the Ohio Transfer Module, which allows students to transfer credits from one Ohio public college or university to another in order to avoid duplicating course requirements.

- The **thematic component** examines broad areas of contemporary importance through a liberal arts approach. All students will complete Citizenship for a Diverse and Just World, a theme that consists of the foundation course on racial, ethnic and gender diversity, plus two additional courses. Students will then complete courses in one of the other themes that align with Ohio State’s mission as a public, land-grant, urban, engaged, research university: Lived Environments, Health and Wellbeing, Sustainability, and a theme or themes still to be developed.

- The **bookends piece** consists of two one-credit classes. The first, a General Education Seminar, introduces students to the structure and value of the GE program. The second class, Understanding a Diverse and Just World, is the last class of the GE program. It is designed to give students the opportunity to reflect on their learning across all GE courses and demonstrate how their thinking has evolved.

“Right now we have a GE program, but one that looks very different from college to college. Under this, the GE structure will be more consistent from student to student,” said Eric C. Bielefeld, an associate professor in speech and hearing science who chairs the Council on Academic Affairs. “This cohesive model will provide our students with a broad-based general education, with the theme coursework that can help inform their specialties as they move deeper into their majors.”
With the Senate approval, an implementation committee will be formed that includes broad representation of undergraduate colleges. During the implementation period, individual colleges will redesign courses and adjust offerings to meet the new GE standards.

Ohio State’s current General Education curriculum was established in 1988. (For context, the World Wide Web was created a year later.) Since then, the GE program has been reviewed three times — in 1996, 2002 and 2007 — but never substantially revised, even as the university shifted to selective admissions and first-year students increasingly arrived with course credits already in hand.

Following the recommendation of the University Senate, a 16-member coordinating committee — led by Larry Krisske, now professor emeritus; Catherine Montalto, associate professor of consumer science in the College of Education and Human Ecology; and Andrew Martin, professor of sociology in the College of Arts and Sciences — was established in February 2017 to review the GE curriculum, a process largely driven by faculty. In March 2018, the committee released its draft proposal after soliciting feedback from the university community.

Each of the colleges and campuses with undergraduate students then began its own review. Once endorsed by all parties, the final, revised proposal was sent to the Council on Academic Affairs, which unanimously approved the proposal April 17 and forwarded it to the University Senate for consideration on April 18.

Each undergraduate college will review the plan produced by the implementation committee for endorsement by the end of calendar year 2019. If all colleges approve that plan, courses would be submitted throughout calendar year 2020 for review and approval.