Final Report
of the Baccalaureate Reform
through the Integrated Design of General Education
(BRIDGE) Committee:

RECOMMENDATIONS FOR A
NEW GENERAL EDUCATION PROGRAM

29 November 2007

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[universitas] semper reformanda est **{reforming [the university] is never-ending}**
—attributed to Martin Luther

Exordium

It is fitting that the BRIDGE Committee begins by evoking this 'motto' from Luther, for our beginning is someone else's ending. In 1987, the General Education Program Committee for Implementation (GEPCI), as part of turning responsibility for the newly implemented general education program (basically, our current program) over to the Faculty Senate General Education Committee, commissioned an external review by Dr. Reynold Feldman, Dean of Program Development at Northeastern Illinois University. Feldman concluded,

> I hope . . . my ideas will prove useful in enhancing the well-being of general education at SIUE. To paraphrase Luther, *universitas semper est reformanda*; reforming the university is a never-ending job. (Luther of course was talking about *ecclesia*, the Church.) The resources [to make SIUE "known nationally as a school with an unusually active and effective commitment to excellence in undergraduate education"]—human, material, even fiscal—seem to be present at SIUE, as do the commitment and the will.[1]

The intervening twenty years have both confirmed Feldman's prescience and revealed its limits. While the University has recently received prominent recognition for its Senior Seminar, other aspects of general education have not faired as well.[2] The University has struggled to maintain a coherent and meaningful general education program against the ravages of 'entropy;' it has struggled to foster a cadre of faculty committed, first, to the delivery of general education as opposed to principal commitments in their disciplinary specializations.

During the long march of the last twenty years, people of good faith committed and recommitted themselves to the task of enhancing general education. The program was reviewed at least twice (the Thornton Committee, 1988; the Puro Committee, 1994) and revised twice (1993 and 1999). The BRIDGE Committee begins by recalling its efforts in order to better understand that we all stand within the continuous tradition of a world that we inherit and that we must reform and recreate if we are to keep it from falling to dust. Engaging in the task of reforming a shared tradition, institution and world shows the deepest respect for those who came before us and created the world in which we live. According to Hannah Arendt, one of the twentieth century's greatest political philosophers and cultural critics, "What concerns us all and cannot therefore be turned over to the special science of pedagogy is . . . the fact that we have all come into the world by being born and that this world is constantly renewed through birth. Education is the point at which we decide whether we love the world enough to assume responsibility for it and by the same token save it from that ruin which, except for renewal, except for the coming of the new and the young, would be inevitable."[3] To reform an institution says that we care enough about it— love it enough—to take responsibility for it. And the only way to take responsibility for the world is to reform it—humbly, thanking those who came before—with the knowledge that, someday, others who

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[1] Reynold Feldman, "Consultation Report on the General Education Program, Southern Illinois University Edwardsville," in Galen K. Pletcher, Chair, General Education Program Committee for Implementation (GEPCI) to Deans, Directors, Department Chairs, 24 June 1987, Office of the President, 1986-1987, Accession #A91:11, Box 3, Folder 20, Lovejoy Library Archives.

[2] The senior assignment has been recognized by the American Association of Colleges and Universities in numerous publications, including *College Learning for a New Global Century* (2007) and the Spring 2007 issue of *Peer Review*. For the last three years, the Senior Assignment has also been recognized by *U.S. News and World Report* as a model senior capstone experience.

[3] Hannah Arendt, "The Crisis in Education," in *Between Past and Future: Eight Exercises in Political Thought* (New York: Penguin, 1954), p. 196.

follow us will, if we are lucky, care enough for the world that we are making to reform it anew: *semper reformanda*.

I. Introduction

The BRIDGE Committee was established by the joint action of the Faculty Senate and the Office of the Provost in Spring 2005 as a "general education renewal steering committee."[4] Its charge was "to involve the faculty widely in modifying or redesigning the General Education Program."[5] As an *ad hoc* committee of the Faculty Senate, it had the delegated authority of the Faculty Senate to oversee and manage the redesign of SIUE's general education program. Its membership has been as follows:

> Zenia Agustin, College of Arts and Sciences
> Oktay Alkin, School of Engineering
> Julian Bueno, College of Arts and Sciences, SIUE's IAI Representative
> Jennifer Courtney, Community Representative
> Kay Covington (2006-2007), President-Elect of the Faculty Senate (Curriculum Council
>   Representative)
> Julia Hansen, Lovejoy Library
> William Hendey, Director of Academic Counseling and Advising
> Scott Herbert (2005-2006), Student
> Mary Mulcahy, School of Nursing
> Karen Patty-Graham, Director of Instructional Services
> Eric Ruckh, Chair, College of Arts and Sciences
> Nancy Ruff, College of Arts and Sciences
> Vicki Scott, School of Education
> Nelli Shaul (2006-2007), Student
> David Sill, Associate Provost
> Carl Springer, Associate Dean of the College of Arts and Sciences
> Kathleen Tunney (2005-2006), President of the Faculty Senate (Curriculum Council
>   Representative)
> Susan Yager, School of Business

For the past two years, the Committee has met, on average, twice per month. In that time, it has engaged in a wide range of activities, commensurate with actualizing its charge to engage the faculty widely in the redesign of the general education program. It began by building on the work of an earlier Faculty Senate committee and initiating a campus-wide conversation about general education. Using that conversation as a springboard, it inspired close to one hundred members of the university community to form design teams that developed diverse visions of general education at SIUE; it provided intellectual and institutional support for those efforts. The Committee then shepherded those teams through a process of collaboration that established three teams representing the emergent, broadly-held interests and visions of the current SIUE community. Again, the Committee supported these colleagues in their endeavor, even as it established more precise limitations and constraints within which they worked. It planned, with the aid of others, an all-faculty meeting, at which these three plans were discussed. And the Committee has refined the plan chosen by the faculty referendum in light of comments and concerns raised by the faculty as a whole, in light of concerns raised by various institutional constituencies in the University, and in light of practical constraints associated with implementation.

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[4] "Draft Plan to Reconsider and Redesign the General Education Program," 15 August 2004.
[5] *Ibid*.

In the course of translating a plurality of visions into a plan of action, the Committee has led the campus through a comprehensive discussion about general education, in terms both of the state of general education around the country and the possibilities for general education at SIUE today. It has considered, in dialogue with our colleagues: debates about the fundamental aim of general education, accounts of the development of general education both nationally and at SIUE, problems with the general education program and mechanisms for its oversight. These conversations have led the Committee to consider not just the curricular structure of the general education program but the outcomes the program should affect in our students. In addition, its conversations with the community have touched on a whole range of related issues: assessing the general education program, proficiency examinations, the IAI articulation agreement, the requirements for the New Freshman Seminar, the distinction between the Bachelor of Arts and Bachelor of Science degrees, advising, residential life, degree requirements, the relation between general education and majors, discussion about 'levels' of courses and the Senior Assignment. Throughout the process, the Committee has conducted these conversations transparently and publicly; it has sought out and engaged colleagues with specific expertise at relevant times.

The findings, recommendations and proposed resolutions that follow, then, are not merely the construct of the BRIDGE Committee, but the result of a two and a half year conversation among various members of the University community, facilitated by the BRIDGE Committee.

II. Executive Summary

Recommendation 1. **The BRIDGE Committee recommends that the Faculty Senate adopt the following general education program, developed through the BRIDGE process (policy reference 1H1).**

The main innovations of the proposed general education program are:

- **reduction in the number of required general education courses**
- **augmentation of the current New Freshman Seminar program**
- **modification of the 'skills' component of the current general education program, replacing the two-track approach to skills with a singular core of 'Foundations' courses for all students**
  - addition of a Quantitative Literacy requirement
  - recommendation for a universal Oral Communication Foundations course to be satisfied solely by SPC 105 (Public Speaking) renamed SPC 101
  - modification of the current 'critical thinking' component, standardizing it with Reasoning and Argumentation 101
  - faculty-student ratios for all Foundations courses to be capped at 1:25 as a maximal limit
- **alteration of the breadth requirements**
  - elimination of the special role of 111's in the general education program
  - elimination of the distinction between the introductory and upper-division distribution course requirements
  - establishment of six (6) refined breadth areas:
    1. Fine and Performing Arts (FPA),
    2. Humanities (HUM),
    3. Information and Communication in Society (ICS),
    4. Life Sciences (LS),
    5. Physical Sciences (PS), and

6.   Social Sciences (SS)
- requirement to take one course from each of the six breadth areas
- **augmentation of longitudinal integration through:**
  - requirement that four of five Foundations courses must be completed in first 30 credit hours;
  - modification of the Interdisciplinary Studies requirement by mandating that IS courses have an analytic reading, an analytic writing and an information literacy component and that faculty student ratio be capped at 25 students per instructor
- **modification of the existing policy concerning proficiency examinations so that students are allowed to meet a maximum of five general education requirements through course equivalency credit via proficiency examinations** (Foundations, Breadth, and Experiences, or any combination of these)
- **replacement of the IGR and II/IC requirements with two parallel Experience requirements, the first dealing with United States cultural diversity (USC), the second dealing with global cultures (GC)** (can be satisfied either through a course or an approved project or activity)
- **creation of a requirement that all students have at least one laboratory experience to help develop scientific literacy** (laboratory experience may be satisfied through courses in the Breadth areas of Life Sciences, Information and Communication in Society, Physical Sciences, and Social Sciences as well as courses outside the Breadth areas offered in the College of Arts and Sciences and the Professional Schools)
- **creation of a requirement for a Health Experience, equivalent and parallel to the required US Cultures and Global Cultures Experiences** (satisfied through either an approved course or an approved project or activity)

Recommendation 2. **The BRIDGE Committee recommends that the Faculty Senate modify the university-level requirements for the Bachelor of Arts (BA) and the Bachelor of Science (BS) degrees, in order to clarify the degrees and in order to augment the reform of the general education program (policy reference 1D1).** These proposed modifications are that the:

- **BA requires 8 courses (minimum 24 credit hours) in the humanities and fine and performing arts, including, as part of those eight courses, a two-semester sequence in a single foreign language;**
- **BS requires 8 courses (minimum 24 credit hours) in the life sciences, physical sciences, and social sciences, including, as part of those eight courses, two laboratory courses.**

Recommendation 3. **The BRIDGE Committee recommends that the Faculty Senate amend the Operating Papers of the Faculty Senate Curriculum Council regarding the General Education Committee.**

In addition to the change in the General Education Program, the BRIDGE Committee finds that the Faculty Senate's General Education Committee, as it is currently constituted, lacks the resources and the authority to oversee and assess SIUE's general education program. Therefore, the BRIDGE Committee recommends that the Faculty Senate direct its Curriculum Council to consider the following proposed amendments to the Operating Papers of the Faculty Senate Curriculum Council as they pertain to the General Education Committee and urge the Curriculum Council to approve them. The Committee proposes

five substantial modifications to the Operating Papers of the Faculty Senate Curriculum Council:

1. first, the Committee proposes that the Council create a position (three-year elected) on the GEC for a faculty member from Lovejoy Library;
2. second, the Committee proposes that the Council create a position (indefinite term) on the GEC for the Director of Assessment;
3. third, the Committee proposes that the Council charge the GEC with the responsibility to do a continuous review of the general education program;
4. fourth, the Committee proposes that the Council grant the GEC the practical capacity to carry out that renewed charge. To that end the Committee proposes that the Council grant the GEC authority to augment its membership as necessary on a yearly basis to be able to best carry out the review of the relevant component of the program;
5. finally, fifth, the Committee proposes that the Council grant the GEC the institutional authority to make its review and assessment of the general education program meaningful. Therefore, the Committee recommends that the GEC be given the mandate to place any general education courses or requirements that the GEC deems deficient in satisfying the goals established for the relevant general education components on probationary status for one year. If the department or unit is unable to make satisfactory amendments to the course, project or activity, the GEC will have the authority to remove the course, project or activity from the general education program.

Recommendation 4. The Committee recommends that the Faculty Senate approve a set of designations for components of the new general education program.

Whereas, no effective or ongoing strategy for evaluation or oversight of the efficacy of the general education program at SIUE has been developed, thus exacerbating drift and disarticulation of the program, the BRIDGE Committee recommends that the Faculty Senate approve a set of 'designations' of key components of the new distribution plan (described below) that will form the foundation of the work of the BRIDGE Implementation Committee. The BRIDGE Committee also recommends that the BRIDGE Implementation Committee be directed to develop, in close coordination with the General Education Committee, the Director of Assessment and the Office of the Provost, a strategy and plan for ongoing oversight and evaluation of the new general education program, using the foundational designations described above as a starting point for on-going dialogue.

Recommendation 5. The Committee recommends that the Faculty Senate name the new general education program the Lincoln Program.

The Committee finds that the current general education program lacks a sense of unity and coherence both from the perspective of students and faculty. Naming the program would partially address this problem. In addition there are intrinsic affinities between the content of the proposed general education program and Lincoln's concept of education.

As described above, the BRIDGE Committee recommends five changes: 1) revision of the General Education Program; 2) revision of the university wide requirements for the BA and BS degrees; 3) modification of the operating papers for the General Education Committee; 4) establishment of a set of designations for the key components of the new program, and; 5) designation of the

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new general education program the Lincoln Program. Each of these recommendation is complex, each has a detailed rationale (found in this long version of the report), and each corresponds to one of the action items or resolutions that follow. Because the recommendations are inter-related and inter-dependent, the Committee recommends that all five be approved.

III. Summary: Five Primary Recommendations of the BRIDGE Committee

Recommendation 1. The BRIDGE Committee recommends that the Faculty Senate adopt the following general education program, developed through the BRIDGE process (policy reference 1H1).

Recommendation 2. The BRIDGE Committee recommends that the Faculty Senate modify the university-level requirements for the Bachelor of Arts (BA) and the Bachelor of Science (BS) degrees, in order to clarify the degrees and in order to augment the reform of the general education program (policy reference 1D1).

Recommendation 3. The BRIDGE Committee recommends that the Faculty Senate amend the Curriculum Council Operating papers regarding the General Education Committee.

Recommendation 4. The Committee recommends that the Faculty Senate approve a set of designations for components of the new general education program to be used, first, by the BRIDGE Implementation Committee as it approves courses, activities, and projects for the General Education Program and, second, by the GEC as it assesses the new general education program.

Recommendation 5. The Committee recommends that the Faculty Senate name the new general education program the Lincoln Program.

IV. **Action Item One: New General Education Program (Proposed Undergraduate Catalog Copy) (1H1)**

Recommendation 1. **The BRIDGE Committee recommends that the Faculty Senate adopt the following general education program, developed through the BRIDGE process (policy reference 1H1). That program is presented here as proposed catalog copy for the SIUE Undergraduate Catalog**; it contains the essential sketch of the new general education program. Following it, the Senate will find:
- a history of the BRIDGE process that produced the proposed general education program, which functions here as a general rationale for its adoption;
- a summary of the principal elements of the new program along with specific rationales for these elements.

Ancillary details, along with draft proposed courses of study for all majors, are attached as appendices.
A preliminary estimate of fiscal implications is being prepared and will reach the Senate early in Spring Semester 2008. It will be available online as well.

Proposed SIUE Undergraduate Catalog Copy

Objectives for the Baccalaureate Degree

The purpose of baccalaureate education at Southern Illinois University Edwardsville is to provide students with a solid foundation for intellectual development and an ability and desire to make contributions to society. As a public institution, SIUE strives to develop students who are well-informed, effective citizens; who provide leadership in civic and community affairs; who appreciate the arts; who have increased capacity for self-reflection, self-assessment and healthy living; and who will pursue life-long learning.

The undergraduate curriculum encourages students to set the events of the world in broad perspective and to bring a reasoned approach to the challenges they may face.

To achieve these purposes, the University seeks to impart the following abilities and knowledge to its students through their general education and study in their academic majors and minors:

Analytic, Problem-solving, and Decision-making Skills
    Such skills include information literacy, quantitative literacy, the ability to understand and interpret written and oral texts, and to recognize, develop, evaluate, and defend or attack hypotheses and arguments. These skills are to be developed throughout all undergraduate programs in all courses.

Oral and Written Communication Skills
    Skills in expository, argumentative, and creative writing, and in effective speaking and listening are to be developed through extensive and regular writing assignments, oral presentations, and participation in discussions.

Foundation in Liberal Arts and Sciences

All students will acquire a solid base of knowledge in liberal arts and sciences and of the contributions of these fields to civilization and to the quality of life. All undergraduate degree programs at SIUE, including professional programs, are rooted in the liberal arts and sciences through the integration of each major program with the general education program.

Value of Diversity

All students will gain an understanding of the traditions that influence American culture and of the traditions of other cultures in order to develop a respect for and sensitivity to human diversity. Students will gain a deeper understanding of global interdependence.

Scientific Literacy

All students will have experience in the methods of scientific inquiry in laboratory and field investigation and gain knowledge of scientific and technological developments and their influence on society.

Ethics

All students will understand the nature of value judgments, will have an ability to make reasoned and informed value judgments, and will appreciate the diversity among cultures with respect to mores and traditional standards of conduct.

Preparation in an Academic or Professional Discipline

Students completing the baccalaureate degree will have attained a level of achievement within an academic or professional discipline which will enable them either to begin a career in the discipline or to pursue graduate work in that or an appropriately related discipline.

THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES

Recognizing the diversity of students who attend Southern Illinois University Edwardsville, the plurality of their interests and the complexity of the needs of contemporary society, the University provides parallel types of baccalaureate education: the Bachelor of Arts (BA), the Bachelor of Science (BS), the Bachelor of Liberal Studies (BLS) and professional baccalaureate degrees. University-wide criteria mandate the broad content of these respective degrees in order to assure that they are equivalent and meaningfully differentiated degrees. All types of degree impart the common Objectives described above, but they inflect them differently. The General Education Program described below is partially responsible for imparting the abilities and knowledge that constitute the baccalaureate education described above.

THE GENERAL EDUCATION PROGRAM: [THE LINCOLN PROGRAM][6]

SIUE's General Education Program—the Lincoln Program—plays a significant, foundational and guiding role in preparing students to meet the standards contained above in the Objectives of the Baccalaureate Degree. [Why is it called the Lincoln Program? There are several ways in which Abraham Lincoln embodies the purposes of baccalaureate education at SIUE. Mostly self-educated, he took responsibility for his own education and this experience instilled in him a deep-seated respect for learning. Lincoln understood that education has utility and value for both the individual and the society. He understood that education is crucial to the free development of the individual, that education is crucial to the development of a vibrant economy, and that education is crucial to the development of a free and democratic society. He approached education as a life long vocation for which each citizen was responsible.

Abraham Lincoln exemplifies the best qualities of an educated person: curious, courageous, humble and free. The Lincoln Program is designed to instill in SIUE students similar qualities: curious about the world, courageous in applying knowledge to the improvement of self, society and world, humble in the face of the limits of one's knowledge and the consequences of one's actions, and free to further develop one's wisdom and to change the course of one's actions. The Lincoln Program provides a foundation for liberal education.]

What is a liberal education? Liberal education is an education that is liberating, providing students the opportunity to develop the skills and knowledge necessary to explore themselves, others and the world. The Lincoln Program is liberating in three senses:

- Students develop and enhance foundational competencies in communication, rational thought and decision-making. By refining these competencies, they gain self-knowledge and self-control as well as prepare themselves to choose professional careers which express their individual interests and abilities;
- Students have the opportunity to explore the breadth and richness of the world. By engaging in this broad exploration, they enrich themselves and bring more experience to their professional careers and can advance further in them;
- Finally, as students come to enhance foundational competencies of communication and thought, exploring wider worlds, they become more attuned to the order and chaos, the justice and the injustice, and the beauty and ugliness of the world. University education offers experiences for students, providing them the opportunity to confront their own responses to these situations and to develop strategies for evaluating and dealing with them, thereby becoming more sensitive, ethical human beings, progressively freed from their prejudices. As students become more sensitive human beings they can become leaders who are inspirations in their private lives and who are visionaries in their professional lives.

The Lincoln Program lays the foundation for the development of life lived in accord with reason, curiosity and sensitivity. It prepares students to develop specialized skills, through their major programs, that let them not only choose professional careers, but become leaders in their professions. Finally, general education prepares students to participate in political society

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[6] The section in brackets, referring to the general education program as the Lincoln Program, and other references to the Lincoln Program throughout the catalog copy, depend, of course, on approval by the Faculty Senate of Recommendation 5.

through the development of their capacities for analysis, critical thinking, judgment and decision-making which are necessary for citizens of a democratic, free society. [7]

The specific components of the Lincoln Program are:

- **FOUNDATIONS**: All students are required to take five (5) Foundations courses which develop competencies in written and oral communication, logic, and quantitative literacy that form the bases of information literacy and scientific literacy;
- **BREADTH AREAS**: All students are required to take six (6) Breadth courses (one from each of the following areas) which provide the opportunity to explore the breadth of human knowledge by introducing students to the principles, substance, and methodology of disciplines beyond their major. These courses are distributed across six Breadth Areas: Fine and Performing Arts, Humanities, Information and Communication in Society, Life Sciences, Physical Sciences, and Social Sciences;
- **INTERDISCIPLINARY STUDIES**: All students are required to take one (1) Interdisciplinary Studies course to foster awareness of the interrelationships among branches of human knowledge;
- **EXPERIENCES:**
  - **New Freshman Seminar:** All new freshmen are required to enroll in a New Freshman Seminar that introduces students to university learning, expectations and procedures by exploring various topics of academic and civic interest with a faculty member;
  - **Laboratory Experience:** All students are required to take a laboratory course in order to develop scientific literacy that helps shape informed citizens;
  - **United States Cultures Experience:** All students are required to take a course or complete an approved project or activity that explores the diverse, pluralistic population of the United States and the contributions these diverse groups have made to our shared culture;

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[7] This introduction is substantially modified from the version seen by the Faculty on 29 March 2007. The current general education program has been faulted for lacking a central unifying theme: students, it has been reported, do not understand the point of it. This was confirmed by the student focus groups (see Austin, et al., p. 3). The Catalog Copy is one place to clearly articulate this central unifying theme. The statement of the purpose of general education was criticized, twenty years ago by Reynold Feldman, the external reviewer brought into review the current program at its inception. He wrote, "The . . . statement of GE goals . . . [has] a strong *skills* emphasis and should be supplemented with the goals of knowledge, sensitivity and commitment" (Feldman, "Consultation Report," in Pletcher to Deans and Directors, 24 June 1987, OP 1986-87, #A91:11, Box 3, Folder 20, p. 8). That the University did not make this suggested correction contributed to the drift in the program, identified by the Puro Committee in 1994: "We encountered a fair amount of evidence that the original intent of our general education program has been lost or was only imperfectly understood at the outset" (Marsha Puro, Chair, GEC to Faculty Senate Curriculum Council, "Review of the General Education Program," 2 May 1994, Office of the Chancellor, 1994-1995, Accession #A97:49, Box 3, Folder 4, Lovejoy Library Archives, p. 12). Indeed the Puro Report found that "our current program insures broad exposure to the liberal arts but insures none of the other outcomes we desire from general education" (Puro to Faculty Senate Curriculum Council, 2 May 1994, p. 6). Puro and her colleagues identified those other outcomes in the following manner: "[General education] is central to the curriculum because, regardless of major our students must learn to appreciate the liberal arts, must come to understand ideas and points of view which they do not encounter in their majors, must comprehend the interconnectedness of knowledge, must learn to be tolerant and responsible citizens of a democracy and must learn to express themselves clearly when discussing what they know" (Puro to Faculty Senate Curriculum Council, 2 May 1994, p. 6). The Catalog Copy is symbolically important in identifying and projecting the values of the university. It would be tragic if the University made the same mistake that was made twenty years ago and it did not offer a vision of itself that was inspirational and worthy of aspiring to.

- **Global Cultures Experience:** All students are required to take a course or complete an approved project or activity that explores one or more non-U.S. cultures in order to gain an appreciation and understanding of human diversity in a dense, globally interconnected world;
- **Health Experience:** All students are required to participate in a health-related course or complete an approved project or activity in order to promote improved health and well-being.
- **SENIOR ASSIGNMENT:** All seniors are required to complete the Senior Assignment that demonstrates breadth commensurate with SIUE's general education expectations and proficiency in the academic major. The Senior Assignment represents the culmination of the entire undergraduate experience at SIUE and should integrate the best aspects of each student's baccalaureate education. Each academic major has its own Senior Assignment, so the specifics of the requirement vary, but they share a challenge to each SIUE student to achieve individual academic excellence. This is what distinguishes baccalaureate education at SIUE.

Students must satisfy all general education components to obtain a baccalaureate degree from Southern Illinois University Edwardsville.

FOUNDATIONS

The Foundations requirements of the Lincoln Program lay the groundwork for all future coursework at the University. These classes are designed to provide students with transferable skills and competencies that can be applied through the rest of their college studies and beyond. Written and oral communication, logic and quantitative literacy are developed and practiced in the five required Foundations courses.

Written and oral communication is a vital tool in today's society. Therefore, **three** of the Foundations courses are devoted to this area. **Students are required to take a two-semester sequence in English composition (ENG 101 and ENG 102).** These two required courses are designed to help students think, argue and clearly express themselves in written form, as well as to develop basic skills in academic research. The various sections of English 102 develop basic research skills and basic information literacy and are theme-based, which allows students to select topics that pique their curiosities or are tailored to their potential majors. **Further, students are required to take a course in oral communication, Speech Communication 101, "Public Speaking."** This course trains students in oral argumentation and requires them to prepare and deliver a number of formal speeches.

The remaining **two** Foundations courses focus on **logic and quantitative literacy**; these skills are explored, developed and practiced with the aim of enhancing students' practical capacities to think critically, to engage in analysis, to make judgments, and to solve problems. **Reasoning and Argumentation (RA 101) is devoted to developing fundamental reasoning skills in diverse content areas. This course involves use of texts to identify, analyze, evaluate and construct arguments. The practical application of mathematics is explored in Quantitative Literacy (QL 101), which focuses on the use of computational skills to address real-life problems.** RA 101 and QL 101 lay the foundation for scientific literacy—the capacity

to apply reason in making and evaluating arguments about the natural and social worlds around us.

Students must take and pass the English composition, Quantitative Literacy, and Reasoning and Argumentation Foundations courses (ENG 101, ENG 102, QL 101, RA 101) within their first 30 college-level (100-level or above) credit hours at SIUE and the Oral Communication course (SPC 101) within their first 60 college-level credit hours at SIUE.

BREADTH AREAS

Baccalaureate students are expected to gain a basic exposure to the liberal arts and sciences. They are expected to explore fields beyond their major interests, developing a well-rounded education that includes an appreciation of the breadth, richness, diversity and inter-relation of human knowledge. Over the course of human history, human beings have created different branches of knowledge concerning themselves, others and the world. A central aspect of a university education is the exploration of these branches of knowledge. Because this diversity of knowledge has come to be organized in disciplines, SIUE's Lincoln Program develops a foundation in liberal arts and sciences through the Breadth requirement for general education. Students must take at least one course in each of these six Breadth Areas to ensure exposure to and exploration of the diverse ways that humans have organized knowledge and learned about the world, others and themselves:

- **Fine and Performing Arts (FPA):** Includes courses in Art and Design, Music, and Theater and Dance that expose students to the methods and products of human creativity;
- **Humanities (HUM):** Includes courses in English Language and Literature, Foreign Languages and Literature, Historical Studies, and Philosophy that explore and interpret various expressions of the human condition;
- **Information and Communication in Society (ICS):** Includes courses in Computer Science, Computer Management and Information Systems, Foreign Languages and Literature, Mass Communications, and Mathematics and Statistics that address the diversity of forms of communication in the contemporary world and the ways that communication shapes and is shaped by social institutions;
- **Life Sciences (LS):** Includes courses in Anthropology, Biological Sciences, Environmental Sciences, and Kinesiology and Health Education that explore the structures of and laws governing living organisms and related systems;
- **Physical Sciences (PS):** Includes courses in Chemistry, Geography, Mathematics and Statistics, and Physics that explore the structures of and laws governing the physical world and Universe;
- **Social Sciences (SS):** Includes courses in Anthropology, Economics, Geography, Historical Studies, Political Science, Psychology, and Sociology and Criminal Justice Studies that study human behavior and social systems.

The Breadth requirements may be fulfilled at any time during the student's career at SIUE, and students may take any level of approved coursework. Hence, students are not limited to just 100-level courses to fulfill their Breadth requirements but may instead choose a higher-level, approved course as long as relevant prerequisites are met. Departments instructing in

subjects of multiple Breadth Areas—such as Geography, Anthropology, and Historical Studies—determine which individual courses satisfy requirements in each area. **Additionally, students can satisfy the Breadth requirements through courses in their major or minor areas of study, or through the New Freshman Seminar.** For example, a student majoring in chemistry would automatically meet the Physical Sciences requirement through Chemistry coursework, while another student majoring in music would likewise fulfill the Fine and Performing Arts requirement. **However, no more than two of the breadth requirements can be satisfied by courses from a single department**.

Students may satisfy many of the Experience requirements while satisfying the Breadth requirements. **In order to satisfy the Laboratory Experience requirement, students may take a laboratory course (LAB-designated) in the Information and Communication in Society, Life Sciences, Physical Sciences, or Social Sciences Breadth Area**. **Finally, students may satisfy the United States Cultures Experience requirement, the Global Cultures Experience requirement and the Health experience requirement while taking a Breadth course**.

INTERDISCIPLINARY STUDIES (IS)

The Interdisciplinary Studies requirement provides students the opportunity to explore the inter-relation of different branches of human knowledge. Interdisciplinary Studies courses are offered, generally, by two faculty from different departments who explore problems, questions or fields from their different disciplinary perspectives. In addition to showing connections between different disciplines and demonstrating the validity of multiple modes of human inquiry, these courses serve to reinforce and further enhance skills and abilities first introduced in the Foundations courses, including analytical reading, analytic writing, and information literacy. **At least one (1) upper-division interdisciplinary studies course (IS) must be taken by all students seeking baccalaureate degrees through SIUE in either their junior or senior year. Credit for this requirement cannot be transferred in from another institution of higher learning**.

EXPERIENCES

In addition to the Foundations, Breadth and Interdisciplinary Studies requirements, SIUE's Lincoln Program also ensures that all students have opportunities to engage in experiences which further foster academic, personal and professional development and refinement. These Experiences are designed to help students become more sensitive to the world so that they can become leaders in their private and professional lives. These experiences include the New Freshman Seminar, the Laboratory Experience, the United States Cultures Experience, the Global Cultures Experience, and the Health experience.

New Freshman Seminar (NFS)

For new freshmen entering SIUE directly from high school or those transferring in with fewer than 30 credit hours, one of the early building blocks of their educations

at SIUE is the New Freshman Seminar (NFS). The University requires that all new freshmen enroll in a new freshman seminar ideally during their first term but no later than their second term. The seminar requirement may be met by any course that has been approved as a new freshman seminar and designated NFS. By introducing students to the expectations and procedures of the college learning environment as well as the unique culture of SIUE, they introduce students to the possibilities of university education. Small class size and out-of-classroom experiences help students build community, both with fellow classmates and with faculty and staff at the University. These courses are taught by faculty members who explore with students various topics of academic and civic interest. New freshman seminar courses have common goals: to assist new freshmen in making the transition to college-level work and expectations; to orient students to the services and culture of the University, and to engage students in an intellectual community of students and faculty. Resources and offices at SIUE that specifically facilitate student learning are utilized; assignments that emphasize written and oral communication and group activities are incorporated into coursework. Field trips and service learning may also be included in individual courses. **The course that satisfies the new freshman seminar requirement also may be used to fulfill major, minor, elective and General Education requirements**.

Laboratory Experience (LAB)

With the increasing integration of science into all aspects of contemporary life, educated citizens need to understand the methods of and interpret the products of scientific inquiry. **To promote scientific literacy, all students are required to have a laboratory experience. One of the courses that students take as part of their general education program must be designated as a Laboratory course (LAB).** All Laboratory courses allow students to work with real-life data using evidence-based methods appropriate to various disciplines. **Laboratory courses are included in the Information and Communication in Society, Life Sciences, Physical Sciences and Social Sciences Breadth Areas**.

United States Cultures Experience (USC)

Because the strength and uniqueness of the United States emerge from its rich, yet troubled, legacy of multiculturalism, students are required to take a course or complete an approved project or activity designated as dealing with United States Cultures (USC). Students choose approved courses, projects or activities from a list available on the dynamic SIUE Undergraduate Catalog. These courses, projects or activities address the contributions, legacy and continuing dynamism of diverse peoples in the United States. An examination of issues of cultural pluralism contributes to the development of ethically sensitive people and citizens. Approved USC courses may be in any subject area that meets these criteria. USC courses can also satisfy one of the six Breadth requirements for general education or major and minor requirements. The United States Cultures course fulfills the Illinois state-mandated Inter-group Relations requirement, addressing issues of pluralism within this country. The State of Illinois requires that public institutions of higher education include, "in the general education

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requirements for obtaining a degree, course work on improving relations to include race, ethnicity, gender and other issues related to improving human relations to address racism and sexual harassment on their campuses" (Section 9.21 of the Board of Higher Education Act).

Global Cultures Experience (GC)

In order to gain an appreciation and understanding of human diversity in a dense, globally interconnected world, all students are required to take a course or complete an approved project or activity designated as focusing on Global Cultures that deals with non-U.S. groups (GC). Students choose approved courses, projects or activities from a list available on the dynamic SIUE Undergraduate Catalog. An examination of the diversity and richness of human cultures across the world contributes to the development of ethically sensitive peoples and citizens. GC courses may be in any subject area that meets these criteria. GC courses can also satisfy one of the six Breadth requirements for general education or major and minor requirements.

Health Experience (H)

To promote mental and physical well-being, all students must complete a course or complete an approved project or activity associated with promoting good health. Designated courses (H) that address the health experience can satisfy this requirement. Students may also complete the health experience by participating in approved non-credit activities. An approved list of such activities is available on the SIUE dynamic Undergraduate Catalog.

SENIOR ASSIGNMENT

The Senior Assignment represents the culmination of the entire undergraduate experience at SIUE and should integrate the best aspects of each student's baccalaureate education. **All seniors are required to complete the Senior Assignment that demonstrates breadth commensurate with SIUE's general education expectations and proficiency in the academic major.** This requirement arises from the University's belief that the ability to integrate a general education perspective into one's academic discipline is an essential mark of a University-educated person. The Senior Assignment fosters creativity and self-reliance by encouraging each student to complete and reflect upon a meaningful project for the major. As such, the Senior Assignment represents a major commitment by the SIUE faculty to undergraduate learning. **Each academic major has its own senior assignment** and, therefore, an individual assignment may involve, for example, library inquiry, laboratory experiments, field inquiry, or artistic creativity. Therefore, a given Senior Assignment may culminate in an artistic performance, public speech, written thesis, gallery presentation, or a combination of these with other forms of expression. **Individual Senior Assignments differ, but they share a challenge to each SIUE student to achieve individual academic excellence. This is what distinguishes baccalaureate education at SIUE**.

SUMMARY OF UNIVERSITY-WIDE BACCALAUREATE REQUIREMENTS

The total number of General Education courses required of students depends on the number of courses that a student takes that satisfy multiple requirements. The Lincoln Program can be completed with between 12 and 17 courses. Taking courses that satisfy multiple requirements helps reach the lower part of that range. Descriptions of the Foundations, Breadth Areas, Interdisciplinary Studies, United States Cultures, Global Cultures, Lab and Health courses appear in the course description section of the catalog.]

REQUIREMENT	FULFILLED BY
FOUNDATIONS	
Written Expression I	English 101
Written Expression II	English 102
Oral Expression	Speech Communication 101
Logic/Critical Thinking	Reasoning and Argumentation 101
Quantitative Literacy	Quantitative Literacy 101
BREADTH	
Fine and Performing Arts (FPA)	Course designated FPA
Humanities (HUM)	Course designated HUM
Information and Communication in Society (ICS)	Course designated ICS
Life Sciences (LS)	Course designated LS
Physical Sciences (PS)	Course designated PS
Social Sciences (SS)	Course designated SS
INTERDISCIPLINARY STUDIES (IS)	Course with the prefix IS
EXPERIENCES	
New Freshman Seminar (NFS)	For new freshmen, enrollment in a course designated NFS
Laboratory Experience (LAB)	Course designated LAB
United States Cultures Experience (USC)	Course or approved project or activity designated USC
Global Cultures Experience (GC)	Course or approved project or activity designated GC
Health Experience (H)	Course or approved project or activity designated H
SENIOR ASSIGNMENT	Requirements established by individual departments or programs

UNIVERSITY-WIDE CRITERIA FOR THE BACHELOR OF ARTS (B.A.) AND BACHELOR OF SCIENCE (B.S.) DEGREES

To accommodate the diversity of knowledge, the diverse interests of students, and the needs of an increasingly technical society, the University offers the Bachelor of Arts (BA), the Bachelor of Science (BS), the Bachelor of Liberal Studies (BLS) and professional baccalaureate degrees. The Lincoln Program supports baccalaureate education at SIUE by playing a foundational role in imparting the abilities and knowledge that define the common core of all of these degrees. University-wide criteria mandate the manner in which departments and programs inflect the broad content of these respective degrees in order to assure that they are equivalent and meaningfully differentiated degrees. The University requires students earning a:

- **B.A. degree** to complete at least **eight (8) courses in the fine and performing arts and humanities, including, as part of those eight courses, a two (2) semester sequence of a foreign language**;
- **B.S. degree** to complete at least **eight (8) courses in the sciences (life, physical or social), including, as part of those eight courses, two (2) courses designated as labs (LAB);**
- BLS degree to complete requirements defined by the Liberal Studies program;
- Professional baccalaureate degrees to complete requirements defined by professional program.

PROFICIENCY EXAMINATIONS FOR GENERAL EDUCATION CREDIT

Proficiency examinations are available for all Foundations courses in the general education curriculum. Students who successfully pass a proficiency examination for a course have fulfilled that Foundations requirement. Credit hours earned from successful completion of a proficiency examination in a Foundations course will contribute toward general education hours earned toward the baccalaureate degree.

Proficiency examinations may also be available for the Breadth and Cultures (USC and GC) requirements in the general education curriculum. Some of these tests are administered by the Instructional Services Testing Office or by individual departments. Students interested in taking a proficiency examination should contact Instructional Services in Peck Hall, Room 1404 (618-650-2295) or the department involved. A list of proficiency examinations offered to students may be found at www.siue.edu/IS/TEST/Proficiency. Students who pass an SIUE departmentally administered proficiency examination, or receive a departmentally recognized AP score, may receive credit for the Breadth course and Cultures course as well as credit that counts toward the 124 hours required for graduation.

Proficiency examinations are not available for New Freshman Seminar or Interdisciplinary Studies courses.

Students are allowed to meet a total of five general education requirements through course equivalency credit via proficiency examinations. This equivalency credit is allowed in the Foundations, Breadth and Cultures areas, or any combination of these.

RE-ENTERING STUDENTS

Former students, who have not attended SIUE for three or more terms, including summer, must apply for re-admission. Re-entering students who have not attended in seven years are advised that they may not graduate under the General Education, major or minor requirements published in a catalog more than seven years old without the written permission of the Dean of the school/college in which the student's major or first major is housed. Such written permission shall be submitted to the Office of the Registrar with the application for graduation. Academic work for those students who re-enter the University after a seven-year period will be re-evaluated according to the current catalog. Once students have been readmitted to the University, they will be instructed to make an appointment with an adviser to determine the most efficient means of completing degree requirements.

TRANSFERRING STUDENTS

Transfer students may satisfy SIUE's General Education Program by:

1.) (a) satisfying the Illinois Articulation Initiative (IAI) General Education Core Curriculum (via an Associate of Arts, Associate of Science, or Associate of Science and Arts from a participating IAI institution or by a transcript statement indicating IAI General Education Core met), ***and***;
   (b) completing an Interdisciplinary Studies course,

OR

2.) fulfilling all requirements of SIUE's Lincoln Program.

Note well: Students must satisfy the Written Expression Foundations requirements (English 101/102) with grades of "C" or better. Finally, no credit will be accepted for remedial or developmental courses or for any course work completed at unaccredited institutions.

TRANSCRIPT EVALUATIONS

Appropriately qualified personnel at the University will perform a course-by-course evaluation of transfer credit to determine completion of the General Education requirements of the University. Students are entitled to a full explanation of the evaluations they receive.

Questions relating to the transfer credit evaluation should be directed to the Office of the Registrar, Rendleman Hall, Room 1207 (618-650-2838). Questions relating to how a course may transfer to SIUE should be directed to an admission counselor, Rendleman Hall, Room 2120 (618-650-3705).

COURSE NUMBERING AND ATTRIBUTE SYSTEM

The course numbering and attribute system identifies those courses appropriate for meeting the Breadth, Interdisciplinary Studies and Experience requirements. The Foundations requirements are each met by discrete courses. It also helps students select courses appropriate for their class level.

Prefix/Designation/Attribute	Requirement
FPA	Fine and Performing Arts breadth requirement
HUM	Humanities breadth requirement
ICS	Information and Communication in Society breadth requirement
LS	Life Sciences breadth requirement
PS	Physical Sciences breadth requirement
SS	Social Sciences breadth requirement
IS	Interdisciplinary Studies upper-division course requirement
NFS	New Freshman Seminar requirement
LAB	Laboratory Experience requirement
USC	United States Cultures Experience requirement
GC	Global Cultures Experience requirement
H	Health Experience requirement

In general, the first digit of a course number identifies the class level (freshman, sophomore, junior, or senior) appropriate for enrollment in the course. The following is a guide for the SIUE course numbering system:

000-099: Courses that do not carry credit toward graduation.

100-200: Courses most appropriate for freshmen and sophomores. Courses typically assume little or no previous exposure to specific subject matter beyond the secondary-level; focus on incorporating and recalling basic information and developing basic understanding of connection between terms and concepts; begin to develop the capacity to integrate skills, terms and concepts throughout the course and from other introductory courses.

300-400: Courses most appropriate for juniors and seniors. Courses typically assume familiarity with basic terms, concepts, techniques and approaches of the discipline; focus on development of specialized terms, concepts, techniques and approaches with more narrowly defined topics; develop students' capacities to integrate across multiple topics to be able to recognize deeper, possibly predictive patterns; students willing to create products with limited guidance from instructor and to pose novel questions that may not have ready answers.

500: Graduate courses not accepted for application to a Bachelor's degree.

V. Rationale for Action Item One [New General Education Program (1H1)]: The BRIDGE Process

       As the Faculty Senate considers the Committee's findings, recommendations and resolutions concerning general education, it is important to understand the process by which it has arrived at them. Rather than independently develop and then subsequently dictate a set of reforms for general education to the campus community, the BRIDGE Committee designed a process to provide the SIUE community an opportunity to develop a general education program appropriate to its own understanding of itself as an institution. In other words, the process was designed to illuminate both the strengths and weaknesses of the existing general education program and the broader institutional context of SIUE—its values, its traditions, its mission, its human resources, its capital and fiscal opportunities and challenges. As the situation was progressively illuminated, the Committee presented that situation back to the community as a series of challenges and problems that needed a solution. Through this process, the SIUE community created both the content of a new general education program and criteria by which a new general education program was selected.[8]

       The broad outline of this process was established before the BRIDGE Committee was constituted. In January 2003, the Faculty Senate established the Objectives Steering Committee, which was charged with reviewing the Statement of Objectives for General Education and the Baccalaureate Degree and the Goals of the SIUE General Education Program and determining if it was necessary to modify either.[9] The Objectives Steering Committee recommended against rewriting the Statement of Objectives but found substantial sentiment among the faculty that the general education program was not adequately supporting them.[10] The Objectives Steering Committee subsequently reported that the Faculty was concerned with "integration, information, application, and communication."[11] As a result, the Objectives Steering Committee recommended that the Faculty Senate rethink the curriculum and "solicit (and, as it deems appropriate, act upon) ideas and proposals from the faculty in regard to general education and the baccalaureate degree."[12]

       In order to best understand how to solicit the input of the SIUE community regarding general education, members of the Objectives Steering Committee wrote a successful application to send a team to the American Association of Colleges & Universities' General Education Institute. In May 2004 an SIUE team went and, among others, met Dr. Stephen L. Trainor, Dean of Undergraduate Studies at Salve Regina University. Dr. Trainor had developed what he labeled "a creative problem-solving" approach to the reform of general education, in which faculty, individually or in groups develop their "'dream' curriculum" and then offer them to the faculty as a whole to choose.[13] Trainor's ideas left a deep and lasting impression on the SIUE team that returned from the AAC&U's General Education Institute. The draft plan, which the team submitted to the Faculty Senate and which was subsequently approved, established the BRIDGE Committee as a "general education renewal steering committee" that would manage a process modeled on that of Salve Regina, with multiple design teams and emergent criteria.[14]

       The Faculty Senate and the Provost formally constituted the BRIDGE Committee in Spring 2005. During Summer 2005, the Committee was sent on a retreat to Costa Rica with the support of the Office of the Provost. At this retreat, the members of the BRIDGE Committee were introduced to the rationale for

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[8] This process shared a family resemblance with Paulo Freire's 'dialogic pedagogy.' A number of committee members were familiar with Freire's work and his ideas and, while those ideas never directly drove the process, they subtly and indirectly informed some of the committee members' thinking. See Paulo Freire's *Pedagogy of the Oppressed*, trans. Myra Bergman Ramos (New York: Continuum, 1970), particularly Chapters 3 & 4.

[9] "Summary of the Report of the Objectives Steering Committee," 16 December 2003.

[10] "Summary of the Report of the Objectives Steering Committee," 16 December 2003.

[11] "Draft Plan to Reconsider and Redesign the General Education Program," 15 August 2004.

[12] "Summary of the Report of the Objectives Steering Committee," 16 December 2003

[13] Stephen L. Trainor, "Designing a Signature General Education Program," *AAC&U Peer Review* (Fall 2004): 2.

[14] "Draft Plan to Reconsider and Redesign the General Education Program," 15 August 2004.

this approach to general education reform by Dr. Paul Gaston, Provost of Kent State University and a member of the AAC&U's General Education Institute faculty, who acted as the Committee's facilitator. The Committee developed a draft call for design proposals and a timeline for AY 2005-2006 in Costa Rica. When the Committee returned, it refined and revised its call and publicized it early in Fall 2005. This request for designs posed general education as a series of problems to be creatively addressed. The Committee believed people of good will would come forward and imagine what Trainor called "dream curricula." The process inaugurated by the BRIDGE Committee's call for design proposals was more successful than the Committee hoped.

By mid-October 2005, seventy (70) faculty, staff and students had emerged and organized themselves into eleven (11) design teams that would explore the possibilities of general education at SIUE, as initially and partially illuminated by the Committee's first request for design proposals. This group was broadly representative of the University community.[15] Throughout AY 2005-2006, the BRIDGE Committee actively supported these teams.[16]

As the eleven design teams worked on their "dream curricula" during AY 2005-2006, the BRIDGE Committee confronted an unanticipated problem: how to accommodate this cornucopia of dreams. At Salve Regina, Trainor and his committee had five designs emerge and move forward to the faculty.[17] The Committee, after lengthy discussion, felt it would be next to impossible to manage an all-faculty meeting at which eleven plans were presented. A preliminary analysis by the Chair for the Committee further suggested that the plans were not spread evenly across a spectrum of curricular possibilities, but, rather, were clustered around certain features. After lengthy discussion, and remaining true to the collaborative spirit of the reform process, the Committee decided to cluster the eleven teams.

The clustering process was guided by the following ideas: in so far as each of the eleven teams was responding to the BRIDGE Committee's call for designs, they were working with roughly the same concerns, hopes, limits, possibilities and contradictions; it followed then, that each of the eleven teams' proposals would share familial resemblances and, given the opportunity, they could recognize them. In other words, the Committee hoped that the eleven design teams would teach themselves crucial lessons about general education reform: that people of good faith could arrive at different solutions to the same set of problems; that each of their sets of solutions would have significant limitations; that each of their sets of solutions offered different advantages; that they could all learn from each and therefore be inspired to begin the investigation of how to reform general education anew. To actualize this process, the Committee encouraged members of the eleven teams to read each others' proposals and then provided representatives of the eleven teams multiple opportunities, across April and early May 2006, to meet, face-to-face, to discuss their creative responses to the problems and opportunities for general education at SIUE. After the second clustering meeting three phase-two teams had emerged around shared ideas about the possibilities of a new general education program: the distribution team, the learning communities team and the integrated core team. The three phase-two teams, again broadly representative of the university community, were now asked to reconsider general education at SIUE in a new light.[18]

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[15] They were composed of 29 faculty from the College of Arts and Sciences [from 12 departments or programs, representative of each of the three traditional broad fields of knowing (the social sciences, the humanities and fine arts and the natural sciences)], 6 faculty from Lovejoy Library, 5 faculty from the School of Education, 7 faculty from the School of Nursing, 5 faculty from the School of Engineering, 4 faculty from the School of Business, 1 faculty from the School of Pharmacy, 7 staff members from various units of the University, 4 students and 2 community members (see BRIDGE website).

[16] With the assistance of the Office of the Provost, one member from each team was sent to the AAC&U's national conference in January 2006 in order to gain exposure to broad national trends in the development and discussion of general education; in Spring 2006, Dr. Trainor was brought to SIUE to discuss with the campus community the opportunities and challenges of this type of design process; all seventy participants, with the exception of the community members, were provided faculty development funds (or their equivalent) on the completion of their final, phase-one plans

[17] Trainor, p. 4. Further, in conversations with the Committee, he explained that two of the plans were withdrawn during the two-day all-faculty meeting, so that the Salve Regina faculty made a decision from three models.

[18] The 26 members working on this phase were drawn from the following University units: 12 from the College of Arts and Sciences [from 8 departments, representative of each of the three traditional broad fields of knowing (the social sciences, the humanities and fine arts and the natural sciences)], 1 from the School of Nursing, 2 from the School of Education, 2 from the School of Business, 3 from the School of Engineering, 1 from Lovejoy Library, 4 staff members from various University

As the phase-one design teams had been clustering, the BRIDGE Committee was, simultaneously, refining its charge to the design teams. The renewed charge to the phase-two teams set out to raise the limits and possibilities of the reform process by illuminating more sharply the fiscal, capital and personnel limitations in which they were working. The Committee posed these contradictions—between developing an enhanced general education program and institutional limitations, between responding to the perceived need to develop an integrated curriculum and maintain "flexibility," between the needs of all students to have certain experiences in general education classes and the needs of units to deliver classes for their majors—as a series of problems that would evoke creative responses; each team was challenged to construct a general education program that would be "distinct [and] intellectually coherent" even as it was "concrete" enough for the faculty to evaluate and choose among at the all-faculty meeting we were planning.[19] The renewed investigation of general education, across AY 2006-2007, led to a clarification of the best manner in which to modify the general education program and involved wider numbers of community members in the process.

In order to recreate the general education program, it was necessary for the BRIDGE Committee and the phase-two design teams to ascertain the ambitions and concerns of the SIUE community that required a deepening of the lines of communication among the BRIDGE Committee, the design teams, and the university community. On the suggestion of Dr. Linda Markowitz, Professor of Sociology and a member of the Integrated Core design team, representatives from the BRIDGE Committee and the design teams met with departments and units across the campus. In Fall 2006, thirty six (36) contact meetings were held with every affected department and unit in the University. The contact meetings provided wide numbers of faculty across the University the opportunity to consider and to participate in the reform process. As a result of their collective consideration of the problem of general education, the criteria for evaluating the proposals were refined.

During and after the contact meetings, the same basic questions were repeatedly posed: why was the university revising the general education program now; what were the concrete problems with the existing program; how could the university innovate, and devote time and resources to general education, when it was flooded by undergraduates and trying to cope with their numbers in major programs? *Through these conversations a series of themes emerged that would ultimately shape the criteria for selection: scarcity, pressure, and pragmatism.* While the faculty clearly were concerned with how to best satisfy the demand to provide students with a liberal and liberating education, it became clear that this task would have to be done within sharp constraints. One of the problems of general education reform we had posed to the community from the start, the issue of extent of reform, was decided by the end of Fall 2006. Between the extremes of radical innovation and static maintenance, the faculty came down in the middle. Pragmatic modification emerged as the desired goal; that goal then determined the emergent criteria that the faculty came to use in reaching a decision and these criteria were codified by the Committee in a request to each of the three design teams to show how their proposals creatively solved a set of *practical, concrete problems* with the existing general education system. With these conversations behind them, the phase-two design teams modified and finished their proposals early in January 2007.

As soon as the teams finished, the proposals were made public; each one showed how the team creatively responded to the emergent and principally pragmatic criteria. As the BRIDGE Committee, the Faculty Development Council, the Rules and Procedures Council and the Executive Committee of the Faculty Senate, with the assistance of the Office of the Provost, made final preparations for the all-faculty meeting on 29 March 2007, the three phase-two proposals were reviewed by: the Curriculum Committees of the College of Arts and Sciences and the Schools of Business, Education and Engineering, the Deans of the College of Arts and Sciences and School of Business, the General Education Committee of the Faculty Senate, the University Planning and Budget (UPBC) Committee and the Non-Tenure Track

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units and 1 student. With the generous aid of the Office of the Provost, these participants were supported with stipends during Summer 2006

[19] BRIDGE Committee, "Charge/Guidelines/Constraints for Phase-II Design Teams."

Faculty Association (NTTFA).[20] These formal responses were made available to the University community in early March 2007, in advance of the all-faculty meeting. In addition, the Committee made a final effort to involve students meaningfully in the reform process.

Throughout AY 2005-2006 and Fall Semester 2006, the BRIDGE Committee had difficulty engaging students as fully as it wished in the general education reform. This failure was significant. It cut against the grain of the cooperative, democratic spirit with which the Committee approached the whole of the reform process. While both the BRIDGE Committee and the design teams had had active student members, moving into Spring 2007 the Committee was bereft of a fundamental partner in the process of reform. In Spring 2007, the Committee fortuitously had the opportunity to collaborate with six Mass Communication graduate students who ran focus groups with undergraduates concerning general education.[21] Five broad, contradictory themes emerged concerning the current general education program: students felt that while the current plan was confusing and that aspects of it lacked relevance, it was, nevertheless, liberating (in the sense of "opening students up to new ideas") and that some portions of it had "'real world' value;" overall students wanted the general education program to have utility.[22] The student focus groups re-confirmed certain features of the thematic landscape of SIUE that the BRIDGE process had identified.

On 29 March 2007, the faculty of SIUE met in an all-faculty meeting to discuss general education. The meeting was a triple opportunity. First, it was an opportunity "to gauge the 'sense of the faculty' as to which of the three proposals best represents the faculty's vision of the future of general education at SIUE."[23] Second, it was an opportunity to provide the university community another chance to reconsider the place of general education at SIUE. This reconsideration would result in the collection of written responses from the collective faculty that would be used afterward. Third, and finally, it was an opportunity to hold a referendum through which the faculty could act as subjects of the reform process and choose, for themselves, their future general education program.

When the twenty-four hour voting window closed, the distribution model emerged, on the first round of counting, the clear favorite of the university community.[24] Prior to the Faculty referendum, the Faculty Senate, by resolution, had committed itself to "giv[ing] appropriate respect to the extraordinary vote concerning the sense of the Faculty as a Whole on the issue of general education" in its "final action."[25] Likewise, the BRIDGE Committee had, prior to the Faculty vote, committed itself to following

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[20] All of the Deans and the Curriculum Committees were given the opportunity to respond; these are the responses the Committee received. See the BRIDGE website for these responses.

[21] In January 2007, the Chair of the Committee was approached by Dr. E. Duff Wrobbel, Professor of Speech Communication, with an offer. He was running a graduate seminar in which students learned how to do research built around focus groups; these graduate students required partners who needed to have focus group research done. Wrobbel wondered whether the Committee was interested in partnering with these graduate students. It was not a hard decision.

[22] Six focus groups were ultimately run; two each were devoted to the three various proposals. Austin, et al., "An Assessment of BRIDGE," pp. 3-5.

[23] Faculty Senate resolution concerning the all-faculty vote, approved 2 November 2006

[24] During the following day, 355 of 503 eligible faculty cast ballots; these results constituted a voting participation rate of approximately 71%.The final tally of the 355 ballots cast was as follows:

OPTION	VOTE	PERCENTAGE
Integrated Core Proposal	52	15%
Distribution Proposal	217	61%
Learning Communities Proposal	27	8%
None of the Above	59	16%
TOTAL	355	100%

[25] Faculty Senate Resolution concerning the all-faculty vote, approved 2 November 2006. In this light the Senate should also consider that fully 84% of the faculty who voted favored modifying the existing general education; when considered as a percentage of eligible voting faculty (503), fully 59% favored a reformation of some sort.

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the lead of the Faculty as a Whole in composing its final report: "the BRIDGE Committee's final report to the Faculty Senate will be guided by the vote of the sense of the Faculty as a Whole concerning general education."[26] From the start, the Committee saw its task to reflect back to the university community, as clearly as possible, the community's vision for general education at SIUE. Therefore, since the all-faculty meeting and referendum, the Committee has been laboring to revise the selected distribution plan in light of the formal reviews done in Spring 2007 and the written comments gathered at the all-faculty meeting.

In April, the BRIDGE Committee broke into sub-committees: the first tasked to revise the distribution plan, the second tasked to review the Operating Papers of the Faculty Senate's Curriculum Council pertaining to the General Education Committee. The first sub-committee, through examination of the formal institutional responses and the responses of the faculty as a whole, identified eight (8) areas that required modification or comment:

1. technology/computer/information literacy;
2. the health experience;
3. proficiency examinations;
4. the breadth areas;
5. the New Freshman Seminar;
6. integration;
7. ethics;
8. the lab experience.

Recommendations resulting from review of these areas were approved by the BRIDGE Committee as a whole on 18 July 2007.

Shortly after that date, the Chair of the BRIDGE Committee began drafting a final report. That report was carefully reviewed, edited, and revised by the Committee in late-August and September 2007. The Chair subsequently prepared a second draft of the final report in late-September and October. The BRIDGE Committee approved its final report on 29 November 2007.

The general education program is the product of the collective, creative process just described. It emerged out of a design process initially modeled on that developed at Salve Regina University and subsequently modified by the BRIDGE Committee in response to the unique history, tradition, values and culture of SIUE. The Committee approached the task of reforming general education in the spirit of dialogue, cooperation and partnership with all other members of the campus community. The Committee therefore offers it—with humility and hope—to the Faculty Senate for approval.

VI. Summary of Key Elements of the New General Education Program with Specific Rationales

A. Reduction of Required Courses and Increased Efficiency by Allowing for Overlap between General Education Courses and Major/minor Requirements

The proposed distribution model can reduce the number of required general education courses, depending on what courses are available, the advice students receive and the decisions students make. The distribution design team argues that

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[26] Faculty Senate Resolution concerning the all-faculty vote, approved 2 November 2006.

our design addresses . . . [the] critical need for an efficient and simplified curriculum in several ways. First, the total number of required courses is reduced from existing SIUE requirements. The current General Education curriculum requires students to complete 17 courses (including NFS), while our design requires 15 courses (including NFS). Second, we have also allowed overlap between required [general education] courses and specific program curricula for majors and minors. In this way we offer a more flexible curriculum that allows students to count portions of their major or minor studies *as part of* their general education experience, thus further streamlining these requirements. For students, this also means there are no penalties in the form of additional courses to fulfill general education requirements if students change majors.[27]

The themes of simplicity and efficiency are constitutive of the 'thematic world' initially illuminated by the Objectives Steering Committee and the BRIDGE Committee (in its initial 'Request for Design Proposals') and subsequently elaborated on during the BRIDGE process. In constituting the BRIDGE Committee, the Faculty Senate stated, "There is general agreement among the faculty that there is need for streamlining and simplifying the structure [of general education], and this agreed upon need is the first motivation for reform."[28] The focus group research conducted in Spring 2007 found that students concurred with the desire to simplify the general education program.[29] The proposed model is widely viewed as having satisfied this original requirement. The Deans of the College of Arts and Sciences and the School of Business along with the Curriculum Committees of the College of Arts and Sciences and the Schools of Education and Engineering praise this feature.[30] The focus group research on student perception found that students concurred that the proposed distribution model was "more straightforward" and "more organized."[31] To see how the model's efficiency works at a departmental level, the Committee has prepared samples of 'Sample Programs of Study' for various programs in Appendix A.

B. Augmentation of the New Freshman Seminar (NFS)

The proposed distribution model builds on and augments the current New Freshman Seminar program in a number of ways.[32] Currently the NFS is a matriculation requirement: all incoming new, freshmen students are required to take an NFS in their first semester at SIUE. The proposal does not change this fact. Still, the University has had some difficulty meeting this requirement. So, first, the proposed revision requires that student take the NFS *ideally in their first semester, but no later than their second semester at SIUE*. This modification recognizes that there will always be some students who in fact do not get into a NFS their first semester at SIUE for a variety of contingent, unavoidable circumstances. The University should be honest in acknowledging that inevitability.

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[27] Marcus Agustin, et al., "Students' Integrated and Universal Essential Education: SIUE Education," Phase Two Design Proposal submitted to the BRIDGE Committee, 8 January 2007, pp. 17.

[28] "Draft Plan to Reconsider and Redesign the General Education Program," 15 August 2004.

[29] Austin, et al., "An Assessment of BRIDGE Utilizing Focus Groups, p. 3.

[30] See Kent Neely, Dean, College of Arts and Sciences to Eric Ruckh, Chair, BRIDGE, 2 March 2007, "College of Arts and Sciences Response to BRIDGE Proposals," p. 1; Tim Schoenecker, Interim Dean, School of Business to Eric W. Ruckh, Chair, BRIDGE, 1 March 2007, "Review of BRIDGE Proposals," p. 1; Thomas Foster, Chair, College of Arts and Sciences Academic Policy and Curriculum Committee to BRIDGE Committee, 2 March 2007, "Review of Phase II design proposals," p. 1; Barbara O'Donnell, Chair, School of Education Curriculum Committee to Eric Ruckh, Chair, BRIDGE, 28 February 2007, "BRIDGE discussion results within the School of Education," pp. 2, 4, 7. The General Education Committee of the Faculty Senate raised a muted concern in this regard: "Significant overlap is possible between general education courses and major/minor courses which seems to work against providing students with a strong and broad background outside their area of expertise." "This may run counter to the 'generalist' goal of 'general' education" (Michael Moore, Chair, Faculty Senate General Education Committee, "Report of the General Education Committee on Phase II BRIDGE Proposals," p. 3). All of theses responses are available on the BRIDGE website.

[31] Austin, et al., "An Assessment of BRIDGE Utilizing Focus Groups," p. 7.

[32] The proposal's modifications to NFS were praised by: Michael Moore, Chair, Faculty Senate General Education Committee, "Report of the General Education Committee on Phase II BRIDGE Proposals," p. 2; Neely to Ruckh, 2 March 2007, "College of Arts and Sciences Response to BRIDGE Proposals," p. 1.

Second, the proposal defines more precisely who must take a NFS course: any incoming student with less than 30 credit hours. This modification augments the program and helps guarantee enculturation of new students to the intellectual life of the campus. Third, the proposal recommends that courses that satisfy the New Freshman Seminar requirement be given a common attribute (NFS) that students can clearly identify; this will ease student selection of courses and ease the work of advisors. It does not change the current arrangement whereby different courses (University 112, for example) can satisfy this requirement; in respect to the proposed general education program, Foundations and Breadth courses can satisfy the NFS requirement.[33] Third, the proposal augments the common goals requirements of NFS courses. Currently, NFS course have the following common goals: to assist new freshmen in making the transition to college-level work and expectations; to orient students to the services and culture of the University, and to engage students in an intellectual community of students and faculty. **The new general education proposal would add: i.) guaranteed academic content; ii.) a writing component; iii.) a collaborative group learning activity; iv.) an information literacy component; v.) two of the following three out-of-classroom activities [exposure to academic support services, exposure to university social and cultural resources; exposure to local/regional social and cultural resources]**. The final definitions of these standards will be determined by the BRIDGE Implementation Committee, in close coordination with the Faculty Senate's New Freshman Seminar Committee and the Office of the Provost. The Committee attaches draft definitions as options for these other bodies to consider.[34]

Finally, the BRIDGE Committee recommends that the Faculty Senate and the Office of the Provost *request that the BRIDGE Implementation and Integration Task Force recently appointed by the Provost and chaired by Associate Provost Susan Thomas carefully consider two further issues. First, the Task Force should consider the implications that follow from the fact the NFS is not a graduation requirement but only a matriculation requirement*. This fact will generate growing inconsistencies and contradictions in students' experiences as this fact becomes more widely known and some students begin to circumvent the course. This issue is vexing and involves other university bodies; the Task Force is the best place at which a rational decision can be made. *Second, the BRIDGE Implementation and Integration Task Force should carefully consider recommending the development of a 'transfer student seminar.'* One of the laudable goals of the NFS is to provide every incoming SIUE freshman with a seminar experience. The goal should be expanded to guarantee that every incoming student to SIUE has the opportunity for that experience.

C. From Two 'Skills' Tracks to a Single Core of Foundational Competencies

The proposed distribution model fundamentally alters the 'skills' component of the current general education program. It eliminates the two-track approach to skills and replaces it with a singular core of 'Foundations' courses that all students would have to take. The "design structure focuses on a set of fundamental skills courses, or Foundations," according to the phase-two design team. They write,

> The Foundations are Written Fluency, Reasoning and Argumentation, Quantitative Literacy, and Oral Communication. Competency in these areas provides the framework for achieving success in any profession, as well as for developing into productive,

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[33] Allowing Foundations courses to satisfy the NFS requirement is a modification of the proposal since the all-faculty meeting. The BRIDGE Committee made this modification after careful consideration. It did so: first, to increase the diversity of offerings of NFS-designated courses; second, to provide opportunities to faculty who teach 'foundations' courses to participate in the NFS program and to provide them the opportunity to enhance their foundations courses; third, to recognize that the NFS requirement is still in its infancy and that we should experiment with as many options as possible and mandate that in the first comprehensive review of the new general education program that foundations course that have been offered as NFS be reviewed specifically to evaluate whether the NFS requirements have interfered with the delivery of specific skills.

[34] See Appendix C for a definition of academic content. See Appendix D for a definition of the required information literacy component. See Appendix E for a list of suggested activities that would meet the out-of-classroom requirements.

educated citizens. Students must complete two courses in Written Fluency [English 101 & English 102], one in Reasoning and Argumentation [RA 101], and one in Quantitative Literacy [QL 101] within their first 30 credit hours at SIUE; and a single course in Oral Communication [SPC 105] must be taken within the first 60 hours at the University. The Foundations courses are based on relatively standardized versions of existing courses, or courses in development (i.e., Quantitative Literacy).[35]

This modification is proposed for two basic reasons: first, "it should provide a [single,] solid foundation in fundamental competencies and skills" for all students, and, second, "our proposed requirements will simplify and restructure the curriculum into a cohesive program."[36] These are compelling justifications, particularly in light of the student focus group research that revealed that students find the current plan confusing.[37] Indeed the student focus group research found that students appreciated the organization of the proposed distribution model: "Students overwhelmingly agreed that the structure of the DM [Distribution Model] is an improvement over the current general education plan."[38] In line with the establishment of a single foundation of courses designed to enhance basic competencies, the proposed model both adds a basic competency to this core and begins to standardize the delivery of these core Foundations courses. Finally, because the Foundations requirements anchor the entire general education program, the Phase Two design team and the BRIDGE Committee discussed possibly requiring that students receive at least a 'C' in these courses to count them toward satisfactory completion of the Foundations requirements. This standard is already in place for the English 101 and English 102 sequence. Nevertheless, establishment of this standard could have unintended consequences. The Committee feels that it needs further study because it involves issues outside the scope of the Committee's charge. Therefore*, the BRIDGE Committee recommends that some appropriate body of the Faculty Senate, in close coordination with the Office of the Provost, consider requiring a 'C' or better for students to receive credit for Foundations courses.*

1. Addition of Quantitative Literacy Requirement

Most importantly in this regard, the proposed model adds a Quantitative Literacy requirement to the Foundations requirement. The distribution team writes,

> Our recommendation for a universal mathematics requirement is also a departure from the current SIUE general education curriculum, in which students *may* take a statistics course to satisfy a skills requirement (under Skills Courses Option A or Option B). The Department of Mathematics and Statistics has developed a course, Quantitative Literacy (identified as QL 101 in our design), which focuses on practical computational skills, and would be taken by all students.[39]

This requirement helps align the University's general education program with the Illinois Articulation Initiative (IAI).[40] This weakness in our current general education program has been apparent since at least 1994; the Puro Committee recommended that "all students should be required to take a course in quantitative reasoning if their majors do not otherwise require them to take a course in mathematics."[41] The addition of a quantitative literacy component was specifically praised by the

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[35] Agustin, et al., "SIUE Education," p. 15.
[36] *Ibid*., p.14.
[37] Austin, et al., "An Assessment of BRIDGE Utilizing Focus Groups, p. 3.
[38] *Ibid*., p.7.
[39] Agustin, et al., "SIUE Education," p. 24.
[40] See the IAI mapping provided as Appendix F.
[41] Marsha Puro, Chair, GEC to Faculty Senate Curriculum Committee, "Review of the General Education Program," 2 May 1994, Office of the Chancellor, 1994-1995, Accession #A97:49, Box 3, Folder 4, pp. 4-5. The Puro Report actually makes the recommendation *twice*: see Puro, p. 11.

Deans of the College of the Arts and Sciences and the School of Business, and the Curriculum Committees of the College of Arts and Sciences and the School of Education.[42] The Department of Mathematics and Statistics has been developing this course and has been carefully consulted in relation to this modification.[43] A draft syllabus is attached.[44]

2. Modification of Oral Expression Requirement: SPC 101 (Public Speaking)

The proposed model also shifts how students develop skills in Oral Communication. "Our recommendation for a universal Oral Communication Foundations course to be satisfied solely by SPC 105 (Public Speaking) is a shift from SIUE's current general education curriculum in two ways," argues the distribution team.

> Currently not all students are required to take a Speech Communication course for general education (only students selecting Option A of the Skill Courses must take such a course). In addition, the existing oral communication course can be satisfied by SPC 103, SPC 104, or SPC 105. Our recommendation will necessitate a significant increase in the number of SPC 105 sections offered by Speech Communication.[45]

This requirement helps align the University's general education program with the Illinois Articulation Initiative (IAI).[46] The standardization of the Oral Communications Foundations course to SPC 105 was noted as strength by the Faculty Senate's General Education Committee, the Dean of the College of Arts and Sciences and the Curriculum Committee of the School of Education.[47] The Committee also recommends, and the Department of Speech Communication has begun to discuss, changing the course number for 'Public Speaking' from SPC 105 to SPC 101; the Committee makes this recommendation to maintain a formal coherence to the Foundations courses, so that all are numbered 101 (with the exception of English 102).

3. Standard Learning Outcomes for Reasoning and Argumentation (RA 101)

Finally, the proposed general education program modifies the current 'critical thinking' component, standardizing it with Reasoning and Argumentation 101; the Committee, in

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[42] See Neely to Ruckh, 2 March 2007, "College of Arts and Sciences Response to BRIDGE Proposals," p. 1; Schoenecker to Ruckh, 1 March 2007, "Review of BRIDGE Proposals," p. 1; Foster to BRIDGE Committee, "Review of Phase II design proposals," p. 1; and O'Donnell to Ruckh, 28 February 2007, "BRIDGE discussion results within the School of Education," pp. 2, 4.

[43] "Construction of this course was initially motivated and conducted independent of the BRIDGE process, as a separate initiative. We are fortunate to be able to take advantage of the extensive work by the Department of Mathematics and Statistics, already put into development of Quantitative Literacy. This course would be instructed by faculty in Mathematics and Statistics, with perhaps additional support from professional staff in Instructional Services" (Agustin, et al., "SIUE Education," p. 36).

[44] Appendix G contains a draft syllabus for Quantitative Literary (QL) 101.

[45] Agustin, et al., p. 24.

[46] See the IAI mapping provided in Appendix F.

[47] See Moore, Chair, Faculty Senate General Education Committee, "Report of the General Education Committee on Phase II BRIDGE Proposals," pp. 1-2; Neely to Ruckh, 2 March 2007, "College of Arts and Sciences Response to BRIDGE Proposals," p. 1; and O'Donnell to Ruckh, 28 February 2007, "BRIDGE discussion results within the School of Education," pp. 4, 7. The College of Arts and Sciences Academic Policy and Curriculum Committee raised the following concern: "The Distribution model requires SPC 105, instead of the currently required and popular SPC 103. The Department of Speech Communication has expressed concern that this will be both a paradigm shift for many faculty and [that] this change will also require purchasing more equipment to videotape the state-required three presentations in SPC 105" (Foster to BRIDGE, 2 March 2007, "Review of Phase II design proposals," p. 2).

consultation with the Department of Philosophy further recommends a cap of 25 students be placed on all sections of RA 101 to bring the student teacher ratio for this course more in line with other Foundations courses, such as ENG 101/102 and SPC 101. "Reasoning and Argumentation (RA 101) is intended to replace the current critical thinking skills requirement, which is satisfied through sections of PHIL 106, MATH 106, IME 106, and FL 106," argue the distribution team. They continue:

> Reasoning and Argumentation is a significant revision of the current critical thinking requirement, in which a set of standard learning outcomes and pedagogical goals would serve as guiding principles for course organization and assessment. The revised Reasoning and Argumentation course would be similar to the current requirement in that different courses offered by different departments could fulfill this requirement. It is a significant departure from the current system in that *all* courses meeting this requirement (regardless of the department offering these courses) would need to address a common set of learning outcomes. In addition, we recommend that the Department of Philosophy assume primary responsibility for overseeing assessment of this requirement. The other Foundations courses are housed in specific departments (SPC 105 in Speech Communication; QL 101 in Mathematics and Statistics; ENG 101 and ENG 102 in English Language and Literature). This facilitates assessment and coordination . . . identify[ing] that course content in multiple sections is equivalent in meaningful ways, that the sections serve the same purpose for students, and that common learning outcomes are achieved across sections.[48]

The Department of Philosophy established a "Philosophy Critical Thinking Task Force" in Fall 2007 that has developed a set of common learning outcomes for the new Reasoning and Argumentation Foundations course.[49] The Department of Philosophy is continuing to discuss how to coordinate, oversee, and assess sections of RA 101. It will continue to discuss this matter in close coordination with the BRIDGE Implementation Committee.

D. Modifications to Breadth Areas: Refinement of Areas and Elimination of Introductory and Upper-Division Distribution Requirement

The proposed general education program substantially alters the breadth requirements of the current program. Currently, the range of human knowledge is laterally divided into three broad fields: the Fine Arts and Humanities, the Natural Sciences and Mathematics, and the Social Sciences. A vertical distinction is also in place: between introductory courses (111's) and upper-level distribution courses. Introductory courses (111's) were originally designed to be introductions to the epistemological foundations of the disciplines; they were designed to introduce how different disciplines constitute knowledge. Upper-division distribution courses were then originally intended to allow students to explore a specific sub-set of disciplinary topics or subjects in order to see how the epistemological assumptions of a discipline enabled the study of a specific domain of objects. Finally, the 111's were tasked to reinforce skills, principally those of written expression and critical thinking. The program has (an ideal) conceptual elegance—an elegance hinged on the proper delivery of the 111 courses. The 111's are the nexus of the program: the conceptual and institutional space that integrates skills, disciplinary content and reflection on the status of disciplines and human knowledge. Students are required to take five introductory courses (111's) (2 from any 2 areas, 1 from third); they are then required to take three upper-division distribution courses (1 from each field). This 'three-dimensional' examination of human

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[48] Agustin, et al., "SIUE Education," p. 36.
[49] They are attached as Appendix H.

knowledge was designed to support the Baccalaureate Objective of providing a 'foundation in the liberal arts.'

That the elegance of the model might prove to be its weakness was intuited at the start. Feldman hints at it throughout his report, commenting on the "complexities of the new program," the continuing lack of cohesion of the model, and, the "lack of ongoing faculty training and development" to make the faculty aware of the intent of the 111 component and train them to deliver the 111's appropriately.[50] He probably felt constrained to voice his concerns because the program had just begun and he didn't want to be overly pessimistic; all we have left of what he was thinking is that, as he puts it, "the program has been in effect for far too short a time (not quite a full year) to render a serious judgment" on this matter.[51] Nevertheless, Feldman's concerns were justified. The introductory component began to drift. The size of the 111's increased; their intended epistemological aim was never fully understood, forgotten or abandoned; the courses were often 're-programmed' to fulfill other (often disciplinary) ends; almost necessarily they became less writing intensive. Because the 111's were the pivot of the central part of the general education program, the whole program slowly, but inevitably, became distorted. This distortion expressed itself in a variety of ways: the distinction between introductory and upper-division distribution courses blurred; the aim and intent of the Interdisciplinary Studies requirement was muddled. By 1994, all of these distortions were apparent to the Puro Committee.[52] They report

> We encountered a fair amount of evidence that the original intent of our general education program has been lost or was only imperfectly understood at the outset. This is particularly true when the following three issues are examined: 1) the distinction between 'introductory' and 'advanced' courses; 2) the purpose of the 111 courses; 3) the purpose of the interdisciplinary course requirement. In addition, there are places where the original intent has apparently not worked out very well, once implemented.[53]

The BRIDGE Committee has found little evidence to contradict the Puro Committee's assessment of the situation. Its report that "the most common response we received from faculty when we discussed the general education program was that it is too complicated" in 1994, mirrors both what the Objectives Steering Committee found in 2003-2004 and what the student focus group research found in 2007.[54] **Therefore, the proposed general education model eliminates the special role of 111's in the general education program, eliminates the distinction between the introductory and upper-division distribution course requirements in general education and alters the lateral division of the fields of human knowledge to which SIUE students will necessarily be exposed.**

In place of the three breadth areas currently in place—the Fine Arts and Humanities, the Natural Sciences and Mathematics, and the Social Sciences—the proposed model establishes six (6) more refined divisions: Fine and Performing Arts (FPA), Humanities (HUM), Information and Communication in Society (ICS), Life Sciences (LS), Physical Sciences (PS), and Social Sciences (SS). Additionally, the proposed model eliminates the distinction between introductory and upper-division distribution requirement courses. Students will be required to take six breadth classes, one

[50] Feldman, "Consultant's Report on General Education Program," in Galen K. Pletcher, Chair, General Education Program Committee for Implementation (GEPCI) to Deans, Directors, Department Chairs, 24 June 1987, Office of the President, 1986-1987, Accession #A91:11, Box 3, Folder 20, Lovejoy Library Archives, pp. 8, 7, 8.

[51] Feldman, "Consultant's Report on General Education Program," in Pletcher to Deans, Directors, Department Chairs, 24 June 1987, p. 5.

[52] Puro, Chair, GEC to Faculty Senate Curriculum Council, "Review of the General Education Program," 2 May 1994, Office of the Chancellor, 1994-1995, Accession #A97:49, Box 3, Folder 4, Lovejoy Library Archives, pp. 2 and 11 (concerning the increasing size of the 111's and the decreasing writing requirements); p. 5 and 12 (concerning the blurring of the introductory and 'advanced' course requirements); p. 12-13 (concerning the drift of 111's); p. 12-13 (concerning the impact of the drift of 111's on the IS requirement).

[53] Puro to FS Curriculum Council, "Review of the General Education Program," 2 May 1994, p. 12.

[54] Puro to FS Curriculum Council, "Review of General Education Program," 2 May 1994, p. 12. See also: "Draft Plan to Reconsider and Redesign the General Education Program," 15 August 2004; Austin, et al., "An Assessment of BRIDGE Using Focus Groups," p. 3.

from each of the six categories. Department and units are free to propose courses of any level to be designated a breadth course, so long as they meet the required standards of those designations. Contingent on approval by the BRIDGE Implementation Committee, there may be a mélange of 100-400-level courses in these various breadth areas from which students can choose. The phase-two distribution team offers the following rationale for these decisions. First, concerning the refinement of the breadth categories, they argue that "the traditional categories have been reorganized to encourage student exploration in more diverse subject areas and provide a better balance between the sciences, arts, and humanities."[55] Second, concerning the elimination of the distinction between the introductory (111's) and upper-division distribution course requirements, they reasonably assert that it will increase the flexibility and the simplicity of the program: "the distribution categories (Breadth Areas) have been reorganized so that students will take a single required course in each category and are not restricted to specific level requirements, such as lower division courses only. As a whole, these design features will simplify the monitoring of program progress and general education audits."[56] These modifications were praised by the Faculty Senate's General Education Committee, the Dean of the College of Arts and Sciences and the Curriculum Committees of the Schools of Education and Engineering.[57]

1. Rationale for Inclusion of Computer/information Technologies Component through the Creation of a New Breadth Area, Information and Communication in Society (ICS)

The Committee notes for the Faculty Senate that a crucial feature of the breadth component of the proposed distribution plan was modified after the all-faculty meeting in March, in response to criticism received from the faculty as a whole and from a number of the formal reviews. Specifically a breadth area was modified: the breadth area, Language and Communication, was broadened to Information and Communication in Society to allow for the inclusion of course dealing with communication and information technologies (broadly conceived) in the breadth requirement.

This modification was made for a number of reasons. The proposed model eliminates CMIS 108/CS 108 as required skills courses. The phase-two distribution team provided the following rationale for this elimination:

> Currently, courses offered by the Department of Computer Science and the Department of Computer Management and Information Systems (in particular CS 108 and CMIS 108) satisfy a Skills Courses requirement in Option A or Option B of our existing general education curriculum. Because of the perceived high degree of exposure of many students to computers and related technology prior to enrollment at SIUE, we are not requiring a computer or technology skills course as part of our design.[58]

In 1994, the Puro Committee had, similarly, recommended the elimination of the computer skills courses but for slightly different reasons. They argued, "The computer basic skills course should no longer be required. Computer skills are best learned in conjunction with some real tasks." They went on, "We believe that each of the skills we teach must be better integrated into the program at large. English, critical thinking, speech, mathematics and computer skills are not learned well when they are, in effect, disembodied. They must be anchored in the student's intellectual life by repeated

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[55] Agustin, et al., "SIUE Education," p. 15.
[56] *Ibid.*, p.17.
[57] See Moore, Chair, Faculty Senate General Education Committee, "Report of the General Education Committee on Phase II BRIDGE Proposals," p. 3; Neely to Ruckh, 2 March 2007, "College of Arts and Sciences Response to BRIDGE Proposals," p. 1; O'Donnell to Ruckh, 28 February 2007, "BRIDGE discussion results within the School of Education," pp. 7; Ehlmann to Ruckh, 1 March 2007,"Review of the BRIDGE Proposals by the School of Engineering Curriculum Committee," p. 5.
[58] Agustin, et al., "SIUE Education," p. 26.

emphasis."[59] Taken together, the elimination of the computer skills courses by the Phase Two design team was a reasoned judgment.

Nevertheless, there was great interest expressed by both faculty and students for a computer/information technology component. In the student focus group research, students noted that the lack of a computer/technology component was glaring: we received "an overwhelming response . . . regard[ing] the omission of a required computer or technology class. Students felt that because of the continuous demand for technology in the outside world, general education should promote the continuously evolving subject."[60] Their concern was mirrored by the faculty at large. Out of the multiplicity of responses that the Committee received from the Faculty as Whole, the most prominent was the desire to have a computer/information technology component; it was mentioned approximately 80 times individually and 20 times collectively.[61] The Faculty Senate General Education Committee, the Interim Dean of the School of Business, the College of Arts and Sciences Academic Policy and Curriculum Committee and the Curriculum Committees of the Schools of Education and Engineering also raised some version of the same issue.[62] The Interim Dean of the School of Business, Timothy Schoenecker, expressed this range of concerns well:

> Preliminary research by . . . [the faculty] in CMIS indicate that most students entering SIUE are not fluent in computer skills . . . . Furthermore, the majority of those students who attempt a proficiency examination for CMIS 108 fail to achieve a passing grade, indicating once again a weakness in computer skills on our entering students. Thus, I think that it is important that the faculty consider these facts when deciding whether computer fluency is an important skill to be expected of all SIUE undergraduates.[63]

After the all faculty-meeting, the BRIDGE Committee considered how to respond to these cross currents of concern as it revised the distribution model. The structural logic of the distribution model provided the key to this conundrum.

Distribution models of general education are by nature flexible; they are designed to guide students through an array of knowledge, allowing students to pursue their individual interests and providing students the multiple, scaled opportunities to develop their skills and capacities. Against that background, the Committee weighed a number of issues:

1) the Committee confronted the desire and need for computer/information technologies courses that were attuned to the continuous development of information technologies and their impact on society, with the fact that students enter into the university manifesting a vast array of skills;

2) the Committee considered the premium increasing globalization puts on foreign language study;

3) the Committee carefully weighed the need to keep the Bachelor of Arts and Bachelor of Science degrees roughly balanced in terms of overall credit hours; in this regard, specifically, the Committee noted that in most cases, students pursuing a BS degree would potentially be able to satisfy their two lab experiences while satisfying two of their breadth requirements; the Committee felt the urgent need to allow for at least one of the introductory foreign language requirements to continue to be met through a breadth area (other foreign language

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[59] Puro, Chair, GEC to Faculty Senate Curriculum Council, "Review of the General Education Program," 2 May 1994, Office of the Chancellor, 1994-1995, Accession #A97:49, Box 3, Folder 4, Lovejoy Library Archives, pp. 4, 12.

[60] Austin, et al., "An Assessment of BRIDGE Utilizing Student Focus Groups," p. 6.

[61] See "Faculty Responses to the Phase-Two Distribution Model," available on the BRIDGE website.

[62] See Moore, Chair, Faculty Senate General Education Committee, "Report of the General Education Committee on Phase II BRIDGE Proposals," p. 3; Schoenecker to Ruckh, 2 March 2007, "Review of BRIDGE Proposals," p. 1; Foster to BRIDGE, 2 March 2007,"Review of Phase II design proposals," p. 1; O'Donnell to Ruckh, 28 February 2007, "BRIDGE discussion results within the School of Education," p. 2; Ehlmann to Ruckh, 1 March 2007, "Review of the BRIDGE Proposals by the School of Engineering Curriculum Committee," p. 3.

[63] Schoenecker to Ruckh, 2 March 2007, "Review of BRIDGE Proposals," p. 1.

courses may satisfy other requirements, such as a Humanities Breadth requirement, or the Global Cultures experience).

After carefully discussing this complex situation, the Committee concluded:

1) that the demands for minimal literacy in and exposure to foreign languages and information technologies are roughly equal in the contemporary world;

2) that these two demands are subsets of a more general demand faced by universities today to insure that students are capable of **communicating** in the contemporary world;

3) that contemporary students arrive at university with a wide range of skill in communication (in respect to both foreign language and information technologies);

4) that communication is not merely a transparent medium that distributes or conveys information, but rather a medium that affects and shapes human perception of the self, society and nature;

5) that contemporary students all need to explore the manifold ways in which modes of communication shape and affect the perception of the world even as psychological, social and natural worlds limit and shape communication. [64]

To accommodate these conclusions and to accommodate both the Faculty of the Whole's approval for the bread area, Language and Communication, and its desire to see a place for information and computer technologies be made in the model, **the Committee recommends that the sixth breadth area be established as Information and Communication in Society (ICS). Such a breadth area can accommodate the diversity of skill levels that students bring with them to the university. In addition, such a breadth area allows students to determine for themselves which broad skill in communication they most need to pursue for their personal and professional development. All courses in this breadth area would be required to have a skills component as well as a component that addresses the interrelation of modes of communication, perception and the world (broadly conceived). While the Faculty mandates serious attention to communication, the students can respond to that mandate in a multiplicity of ways; this modification stays true to the spirit of the structural logic of distribution models of general education.** Finally the Committee notes that this modification to the breadth area, organized around the broad and complex field of communication, harkens back to one of the basic concerns raised by the faculty and identifies by the Objectives Steering Committee in 2003-2004 that initiated the BRIDGE process.

2. Statement Concerning the Simplicity of the Breadth Requirement

In the proposed model, students will be required to take one (1) course from each of the six (6) breadth areas: Fine and Performing Arts (FPA), Humanities (HUM), Information and Communication in Society (ICS), Life Sciences (LS), Physical Sciences (PS), and Social Sciences (SS). The proposal also eliminates the current distinction between introductory and upper-division distribution courses. **In this way, the proposed breadth requirement is a simplification of the existing general education program**. It satisfies the original requirement to "streamline and simplify" the program that was the "first motivation" for the BRIDGE process.[65] **Nevertheless, the Curriculum Committee of the School of Engineering made the compelling and well-reasoned argument that the distribution model should be modified to allow students to take 6 courses out of 5 of the proposed areas**. They argued, "This [modification] would . . . give students more

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[64] This mediation of social relations by information and communications technologies has been the subject of serious examination since at least the groundbreaking works of Herbert Marcuse (*One-Dimensional Society*, 1964), Marshall McCluhan (*the medium is the massage*, 1967), Daniel Bell (*The Coming of Post-Industrial Society*, 1973), Jean Baudrillard (*The Mirror of Production*, 1973; *Simulation and Simulacra*, 1983) and developed more recently by Mark Poster (*The Mode of Information*, 1990; *Information Please: Culture and Politics in the Age of Digital Machines*, 2006) and Neil Postman, *Technopoly: The Surrender of Culture to Technology*, 1993).

[65] "Draft Plan to Reconsider and Redesign the General Education Program," 15 August 2004.

flexibility to more fully investigate a certain area [i.e., "take a sequence of courses in one area in order to get the 'complete story,' e.g., American or World History or Micro and Macro Economic"] or forgo an area that they have already explored in high school."[66] **After careful consideration of this suggestion, the BRIDGE Committee declined to modify the distribution model along these lines for three reasons.**

Those reasons are

1) the Committee seeks to maintain the simplicity of the structure (one course from each area)—a wish aligned with the overwhelming sentiment of faculty and students;

2) the Committee seeks to maintain the integrity of the phase-two distribution proposal which insures that *all* students are exposed to the same areas of human knowledge that the faculty deem important and to have a *single* general education program for all students;

3.) **finally, the Committee recognizes that, while some students may want or need to pursue certain areas in greater depth, the proposed distribution plan does not make this pursuit of depth impossible.**

Some departments will be offering courses in more than one breadth area (e.g., Geography may offer physical sciences and social sciences courses, History may offer humanities and social sciences courses, Anthropology may offer social sciences and life sciences courses). Students who wish to pursue depth may do so by taking two courses exploring different fields of human knowledge from the same department. It may even be possible for some departments to develop a sequence in which the first part would be designated in one field, the second in another (the survey of western civilization, HIST 111A/B, is a reasonable candidate for such a modification; HIST 111A could reasonably be designated a humanities course and HIST 111B a social sciences course). Such departments, sequences and courses could in fact become quite popular. Individual departments should carefully consider the advantages this opportunity offers them.

E. 'Longitudinal' Integration

One of the broad concerns of the faculty that the Objectives Steering Committee identified and that the BRIDGE process was designed to address was integration. The proposed general education program addresses this concern in two principal ways. First, it sequences the delivery of Foundations, or skills, courses in relation to the rest of a student's baccalaureate education. The program establishes a more rigorous sequencing of courses, requiring foundations courses to be completed early in a student's trajectory through the baccalaureate degree, so that students acquire foundational competencies in: written expression, oral expression, reasoning and argumentation and quantitative literacy. Second, the proposed model subtly modifies the Interdisciplinary Studies requirement, using it to enhance this 'longitudinal' integration. By mandating that IS courses have an analytic reading, an analytic writing and an information literacy component, students are returned to the competencies developed in the Foundations core courses and given the opportunity to enhance them. A longitudinal integration should be achieved.[67]

1. Sequencing of Foundations Courses

The proposed general education curriculum establishes a more rigorous sequencing of courses, requiring Foundations courses to be completed early in a student's trajectory through the baccalaureate degree, so that students acquire foundational competencies in: written

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[66] Ehlmann to Ruckh, 1 March 2007, "Review of the BRIDGE Proposals by the School of Engineering Curriculum Committee," p. 5. And again: p. 6.

[67] This aim will, of course, have to be tested in the first assessment of this component of the new general education program in order to see if it is functioning as intended.

expression, oral expression, reasoning and argumentation and quantitative literacy. The phase-two design team argued

> Our proposal provides a framework that encourages integration across knowledge areas and longitudinally throughout a student's academic career. At the same time, the flexibility of our proposed curriculum allows students to develop their own linkages in more personalized programs. For example, our plan requires students to complete Foundations courses in the first 30 to 60 credit hours at SIUE. This will allow students to learn these fundamental skills early in their University career, so the skills can be more thoroughly developed and applied in later coursework in the major or professional programs, thus better integrating general education skills with specific disciplines.[68]

Written expression, oral expression and reasoning and argumentation will have to be completed in the first 30 credit-hours at SIUE; oral expression in the first 60. This modification to enhance 'longitudinal integration' was noted and approved of by the General Education Committee of the Faculty Senate.[69] The Curriculum Committee of the School of Engineering noted that a mechanism to enforce this requirement does not currently exist.[70] *The BRIDGE Committee recommends that the Implementation Committee develop a mechanism for enforcing these requirements*.[71]

2. Augmentation of the Interdisciplinary Studies Requirement

The proposed model continues to develop longitudinal integration by subtly modifying the Interdisciplinary Studies requirement. The proposal mandates that IS courses have an analytic reading, an analytic writing and an information literacy component; in this manner, students are returned to the competencies developed in the Foundations core courses and given the opportunity to enhance them. The phase-two design reports, "The Interdisciplinary Course (IS) requirement further promotes integration, by giving students the opportunity to link different subjects topically. By including an analytical reading and writing component in IS, we also link the fundamental skills courses (Foundations) to advanced coursework focusing on specific content."[72] To effectively provide students the opportunity to develop and enhance foundational competencies, the proposal requires that the size of IS courses be limited to 25 student per instructor. This modification will require that the University offer more IS courses per semester. It will require more faculty to teach in the IS program. Necessarily, then, this modification will require fiscal support. Additionally, the University will need to nurture faculty in all units of the University who are interested, capable, willing and able to offer new IS courses. In other words the University will have to continue to engage in faculty development in relationship to the IS program. Support for the IS program must not be drawn exclusively from the College of Arts and Sciences. Departments in the College of Arts and Sciences and in the Professional Schools should be strongly urged to increase their participation in the IS program. In order to effectuate this development, the Office of the

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[68] Agustin, et al., "SIUE Education," p. 18. See also pages 4, 8 and 11.
[69] Moore, Chair, Faculty Senate General Education Committee, "Report of the General Education Committee on Phase II BRIDGE Proposals," p. 2.
[70] See Ehlmann to Ruckh, 1 March 2007, "Review of the BRIDGE Proposals by the School of Engineering Curriculum Committee," p. 5.
[71] One possibility would be to make the Foundations courses university-wide prerequisites for 300-level courses; another would be for various departments and programs to use the Foundations courses as prerequisites for an early class in their major. The latter approach has the advantage of permitting departments to use the general education program to enhance their unique programs and potentially solidifying support for the new program throughout the University.
[72] Agustin, et al., "SIUE Education," p. 18. See also pages 5 and 34-35.

Provost will have to develop a strategic plan.[73] To that end, *the BRIDGE Committee recommends that the Office of the Provost, in close coordination with the Faculty Senate develop a long-term, strategic plan to enhance the Interdisciplinary Studies program through faculty development and by embedding it more deeply in the institutional culture of the College of Arts and Sciences and the professional schools*. There is a sound rationale for this recommendation.

3. Statement about the Central Role the Interdisciplinary Studies Requirement Plays in Establishing Coherence to the Proposed General Education Program

In the case of the distribution model being proposed, the development of longitudinal integration is critical to providing it with coherence. The devolution inherent to distribution model general education programs has been a long-term problem at SIUE. The College of Arts and Sciences Academic Policy and Curriculum Committee raises this *precise concern*: "Previous reviews of SIUE's general education have found that our distribution model lacks unifying themes . . . . This model is no different."[74] While the CAS Academic Policy and Curriculum Committee was right to be concerned, it did not fully understand the proposed plan. **The principal way in which the proposed model seeks to achieve coherence is through the longitudinal integration of skills and content, first through the Foundations courses and then through the IS requirement. The augmentation of the IS component—the proposal to establish requirements for analytic reading and writing, in particular—then plays a critical role in stabilizing the whole of the proposed general education program. The IS requirement becomes, in this program, the nexus of the whole general education curriculum: the longitudinal mid-point between the Foundations courses and the Senior Assignment and the latitudinal link among the breath areas.**

F. Proficiency Examinations

The proposed general education program modifies the existing policy concerning proficiency examinations. Currently students may earn 32 credit hours maximum through proficiency examinations. Proficiency examinations are available for all of the current skills and introductory courses in the general education curriculum. The proposal modifies this policy in relation to the general education curriculum. Proficiency examinations are made available for all Foundations courses; it is left to the departments' discretion whether to make proficiency examinations available to specific courses that satisfy the various Breadth requirements. Overall, "**Students are allowed to meet a total of five general education requirements through course equivalency credit via proficiency examinations. This equivalency credit is allowed in the Foundations, Breadth and Cultures areas, or any combination of these.**"[75] The overall number of credit hours a student may earn via proficiency remains unchanged at 32 credit-hours. However, students may only meet at most 5 requirements of the general education program through proficiency examination. This requirement is modified to guarantee that students are unable to proficiency out of most of the general education program. The proposed model seeks to

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[73] Without belaboring the obvious, recommendations of this sort have been made before. The Puro Committee reports in 1994 that "another set of problems concerns the interdisciplinary studies courses. Here, too, the original conception of the requirement often seems to have been lost . . . . Another problem in this area . . . . [is that] there is widespread sense that resources for the program are absent . . . . The GEC recommends that funds be set aside to support the program properly . . . . In addition, the professional schools should be required by the Provost to join their colleagues in the liberal arts to offer interdisciplinary programs" (Puro, Chair, GEC to Faculty Senate Curriculum Council, "Review of the General Education Program," 2 May 1994, Office of the Chancellor, 1994-1995, Accession #A97:49, Box 3, Folder 4, Lovejoy Library Archives, p. 13). While shortages of IS courses have eased recently, the spirit of this proposal—that the IS program needs to be appreciated and supported at the highest levels of the University and embedded more deeply in the institutional culture of the University—remains compelling.

[74] Foster to BRIDGE, 2 March 2007, "Review of Phase II design proposals," p. 2.

[75] Agustin, et al., "SIUE Education," p. 13. See also page 15.

guarantee that SIUE students develop a foundation of competencies through the general education program that support the remainder of the baccalaureate program.[76] Finally, along these lines, the BRIDGE Committee believes that the standards for credit by proficiency (proficiency examinations, CLEP, AP) should be reviewed. *The Committee recommends that those standards should be reviewed by an appropriate body of the Faculty Senate in close coordination with affected departments and the Office of the Provost.*

G. Modification of Current IGR and II/IC Requirement

Currently students are required to take both an IGR course, which deals with cultural diversity and pluralism in the United States, and either an International Issues or an International Cultures course, which deals with global human diversity. These requirements are needlessly complicated and opaque. **Therefore, the proposed model modifies these requirements, making them both simpler and conceptually more coherent. The model creates two related cultures requirements: the first in United States cultural diversity, the second in world cultures. Students will be required to take a course or complete an approved project or activity designated as dealing with United States cultural diversity (USC) and take a course or complete an approved project or activity designated as dealing with global cultural diversity (GC).** The Global Cultures Experience requirement will replace the needlessly confusing International Issues/International Cultures designations. In this way, the modification continues the impetus to simplify the current general education model. By establishing the parallel designations of USC and GC, the proposed model introduces conceptual coherence into the requirement: by examining diversity at home and abroad, students gain awareness of, sensitivity to, and an appreciation of human diversity in all of its manifestations. The proposal attempts to highlight that these experiences nurture the development of ethical human beings. In this way these parallel requirements help weave a concern for ethics throughout the general education program. Finally, the development of foundational designations for these categories should help insure that all courses, projects, and activities approved for these requirements will meet established threshold learning outcomes for the students, addressing a concern noted by the Puro Report.[77]

H. Laboratory Experience

The National Research Council defines laboratory experience as "provid[ing] opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science."[78] It is crucial to keep this

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[76] This policy has been modified since it was seen and discussed by the Faculty-as-a-Whole at the all-faculty meeting. The phase-two team had proposed requiring students who proficiency test out of Foundations courses to take more advanced skills courses (see Agustin, et al., "SIUE Education," p. 13). This idea was criticized by the Dean of the College of Arts and Sciences and by the Curriculum Committees of the Schools of Education and Engineering (see Neely to Ruckh, 2 March 2007, "College of Arts and Sciences Response to BRIDGE Proposals," p. 2; O'Donnell to Ruckh, 28 February 2007, "BRIDGE discussion results within the School of Education," p. 8; Ehlmann to Ruckh, 1 March 2007, "Review of the BRIDGE Proposals by the School of Engineering Curriculum Committee," pp. 3, 5). Further, a substantial number of faculty (approximately 21) criticized the idea, expressed through their written responses from the all-faculty meeting (see "Faculty Responses to the Phase-Two Distribution Model," available on the BRIDGE website). After careful consideration, the BRIDGE Committee concurred with the criticisms; the Committee felt that the requirement that students take advanced foundations classes after proficiency testing out of lower-level classes might have the unintended consequence of leading students to take basic foundations courses in which they can secure easy and high grades; the Committee was concerned that it would create unnecessary complexity in the program as the university and students try to keep track of what courses they have taken and those out of which they have tested; finally, the Committee felt that it would limit, from the perspective of the student, flexibility. The phase-two proposal was subsequently modified.

[77] Puro, Chair, GEC to Faculty Senate Curriculum Council, "Review of the General Education Program," 2 May 1994, Office of the Chancellor, 1994-1995, Accession #A97:49, Box 3, Folder 4, Lovejoy Library Archives, pp. 5, 14.

[78] *America's Lab Report: Investigations in High School Science.* (2005). [Internet]. National Research Council. Washington, DC: National Academies Press [cited 2006 August 30]. Available from http://books.nap.edu/catalog/11311.html.

definition in mind when the Faculty Senate considers the requirements concerning laboratory experience established by the proposed general education model. **The proposed model requires that all students have a laboratory experience; this requirement is proposed to support the Objective of the Baccalaureate degree that mandates that all students have some fluency in scientific literacy. Further, the proposed model would mandate that all B.S. students have two laboratory experiences, establishing a parallel with B.A. students who will be required to have a two-semester sequence in a foreign language.** The requirements concerning B.S. students have raised a dual concern. The Dean of the School of Business was concerned that the requirement would stress the physical sciences.[79] The School of Engineering Curriculum Committee was concerned that the requirement would limit student flexibility.[80] A misconception lies behind both of these concerns. The word lab conjures up notions of beakers, Bunsen burners and fume hoods: in other words, wet labs. Requiring wet labs would severely over-tax our colleagues in the physical and life sciences with or without a new science building. The proposed model does not stipulate such a requirement. What it requires is that all students have a lab experience, meaning that all students have the opportunity to work with real-world data, learning, developing and practicing the skills and techniques of science necessary to analyze it. These techniques can be meaningfully taught beyond the life and physical sciences, as the definition from the National Research Council makes clear. **So, the laboratory experience can be satisfied in the proposed model not only in the Life Sciences and the Physical Sciences Breadth Areas, but in the Information and Communication in Society and Social Sciences Breadth Areas of the general education program; the requirements can also be met through courses offered in the Professional Schools.** These requirements should therefore neither overburden our colleagues in the Life and Physical Sciences nor unduly limit student flexibility; indeed this model should enhance students' appreciation of science as they learn its techniques in fields of interest to them either from a personal or professional point of view. *Nevertheless, the BRIDGE Committee recommends that the BRIDGE Implementation Committee, in close coordination with departments throughout the University, carefully evaluate course proposals submitted to satisfy the Laboratory Experience requirement in order to guarantee that LAB-designated courses are distributed throughout the Information and Communication in Society, Life Sciences, Physical Sciences, and Social Sciences Breadth Areas of the general education curriculum as well as throughout a variety of professional programs.*

I. Health Experience Created

The preamble to SIUE's Objectives for the Baccalaureate Degree states, "As a public institution, SIUE strives to develop students who are well-informed, effective citizens; who provide leadership in civic and community affairs; who appreciate the arts; who have increased capacity for self-reflection, self-assessment and healthy living; and who will pursue life-long learning." Arguably, the general education program should anchor each of these qualities; habits of engagement, action and reflection should be initiated by a liberal education. Even if the current general education program is not working as it was designed, it provides some structural impetus to students to begin to meet most of these goals. **In one notable instance, though, it provides no direct support or encouragement, specifically regarding healthy living. The proposed distribution model addresses this lack**.

The proposed general education program requires all students to have a Health Experience. The mandated health experience is equivalent and parallel to the required US Cultures and Global Cultures Experiences; it can be satisfied through either an approved course or an approved project or activity. The Committee proposes allowing for non-course options to satisfy these experiences in order to increase the flexibility of the program for the students and to accommodate the vast range of experiences

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[79] Schoenecker to Ruckh, 2 March 2007, "Review of BRIDGE Proposals," p. 2.
[80] Ehlmann to Ruckh, 1 March 2007, "Review of the BRIDGE Proposals by the School of Engineering Curriculum Committee," p. 5.

and interests students bring with them to the university. The Committee, in consultation with a variety of departments including Kinesiology and Health Education, has developed a broad designation for the Health Experience. All courses, projects, or activities that would be approved as satisfying the Health Experience would have to explore health as a physiological, psychological, and/or social phenomenon.

The Committee clarified the place of the health requirement in the proposed program, making it a parallel experience with the USC and GC requirements in response to concerns raised by students and faculty that the health requirement was ill defined in the final phase-two proposal approved by the faculty.[81]

J. Highlighting the Possibilities for Other Types of Integration

As the Committee has tried to highlight, the proposed general education program achieves a substantial degree of longitudinal integration. It affects this achievement:

by sequencing the Foundations courses in relation to the rest of the student's baccalaureate education;

by introducing the basic components of scientific literacy in the Foundations requirements and then requiring at least one lab experience;

by establishing the basis for an ethical comportment to the world in the Foundations (through Reasoning and Argumentation, for example) and then providing experiences to students so that they confront problems and challenges of a personal, professional and civic nature in the United States Cultures and Global Cultures Experiences, as well as in the Breadth Areas and then, beyond, in the major programs;

by requiring all students to take an Interdisciplinary Studies course which reinforces foundational skills;

by highlighting the linkage between the general education program and the Senior Assignment. The Interdisciplinary Studies requirement also aims for latitudinal integration of the curriculum by requiring all students to work on a set of problems or questions with two faculty from two disciplinary (or Breadth) perspectives. In this way the proposed plan responds to and addresses one of the basic concerns revealed by the Objectives Steering Committee that initiated the BRIDGE process. Yet, approximately 25 faculty expressed the concern that the proposed general education plan did not achieve substantial integration of the curriculum.[82] In this way, they echoed the concerns of the General Education Committee of the Faculty Senate and the Curriculum Committees of the College of Arts and Sciences and School of Education.[83] How can this seeming contradiction be explained?

Different ideas about integration are in play throughout the SIUE community, leading to miscommunication. At least three distinct ideas of integration circulate. Following the distribution team's idiom, used above, call the first, longitudinal: it involves weaving skills and experience throughout the baccalaureate education, aiming to augment and refine them. The second sense of integration is latitudinal: it involves approaching a problem or set of problems from two distinctly different disciplinary perspectives and using that problem or set of problems then to illuminate both the object of study and the disciplines themselves. IS courses function as thematic nexuses that self-consciously encourage students to engage in the latitudinal integration of different branches of knowledge. Finally, a third idea of integration circulates involving a fusion of the two preceding types; call it diagonal integration. Diagonal integration involves the integration of both skills and multiple disciplinary perspectives. The other two competing models of general education programs developed by the BRIDGE process aimed, in varying ways, to achieve diagonal integration. These competing senses of

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[81] Between 15 and 20 faculty raised this concern in the responses gathered from the all-faculty meeting. This concern was also raised by the student focus group study and the review by the School of Engineering Curriculum Committee (see Austin, et al., p. 6 and Ehlmann to Ruckh, 1 March 2007, p. 5).

[82] See "Faculty Responses to the Phase-Two Distribution Model," available on the BRIDGE website.

[83] See Moore, Chair, Faculty Senate General Education Committee, "Report of the General Education Committee on Phase II BRIDGE Proposals," pp.2-3; Foster to BRIDGE Committee, 2 March 2007, "Review of Phase II design proposals," p. 2; O'Donnell to Ruckh, 28 February 2007, "BRIDGE discussion results within the School of Education," p.8.

integration were never thrown into sharp relief for the faculty by the Committee; that was one of its limitations. So it follows that some, those who view integration latitudinally or diagonally, would not recognize the specific type of integration—longitudinal—at play in the new distribution model. The Committee has discussed at length how to respond to these competing ideas.

To begin, the Committee highlights that slightly less than a quarter (22%) of the faculty who cast ballots in the faculty referendum, voted for either of the models (integrated Core or Learning Communities) that aimed for diagonal integration. **The Committee respects the Faculty's desire to integrate the general education program longitudinally**. Nevertheless, the Committee highlights that the proposed model does not prohibit faculty from experimenting with either latitudinal or diagonal integration or from participating in existing curricular programs that develop diagonal links between skill, content and multiple disciplinary perspectives such as the Cultures/Ideas/Values (CIV) program. **In fact, the flexibility of the proposed general education program in this regard is one of its strengths,** as was noted by the phase-two distribution team, who argued:

> We also emphasize that our design does not preclude innovation in course structure or pedagogical techniques. We envision that co-taught and linked courses (e.g., the CIV model), and service-learning oriented courses will continue to constitute an important, and perhaps increasing, component of general education at SIUE; however, our design does not mandate adoption of such courses.[84]

The Committee encourages those faculty interested in diagonal integration to continue to participate in the CIV program and to develop other experimental models for diagonal integration.

Second, the Committee proposes that there is a non-mandatory way to achieve a thematic integration of the proposed general education curriculum. This loose latitudinal integration can potentially be achieved by the development of **'suggested thematic courses of general education study'** (e.g., environment; health and society; self and society; science, technology and society, etc.) that students can use to guide selection of courses to satisfy general education requirements. Not only could these selected courses of study be organized thematically, it would be possible, dependent on faculty interest and willingness, to develop suggested courses of general education study around pedagogical approaches to teaching. For example, it would be possible, if enough faculty in enough departments were interested and willing, to develop a 'Great Books' course of general education study in which the delivery of the breadth areas would be done through reading 'great books' or to develop a 'Service Learning' course of general education study, in which a set of general education course had a service learning component. These 'suggested courses of general education' would serve the students as potential guides through the general education curriculum; these suggested courses of general education study could be promoted by the Office of Academic Counseling and Advising; in addition departments, units or professional schools could develop and promote themed general education programs of study that are appropriate for those students considering entering their programs. A sample set of 'suggested thematic courses of general education study' have been roughly developed by the Committee and are included as Appendix B. Initially, these rough sketches have been developed using existing courses; they do not have to be limited, however, to existing courses. *The BRIDGE Committee recommends that BRIDGE Implementation Committee, in close coordination with the Office of Academic Counseling and Advising, solicit from the faculty and the departments 'suggested thematic courses of general study' and develop a strategy to promote them.*

The Committee's summary of the principal innovations and modifications made by the proposed general education plan with specific rationales for their inclusion in this report and for their adoption is concluded.

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[84] Agustin, et al., "SIUE Education," pp.14-15.

VII. Action Item Two: Modification of University-Wide Requirements for the Bachelor of Arts and Bachelor of Science Degrees (1D1)

<u>Recommendation 2.</u> **The BRIDGE Committee recommends that the Faculty Senate modify the university-level requirements for the Bachelor of Arts (BA) and the Bachelor of Science (BS) degrees, in order to clarify the degrees and in order to augment the reform of the general education program (policy reference 1D1).**

Degrees

~~Foreign Language Requirement for Bachelor of Arts Degree~~ University-Wide Criteria for the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Professional Baccalaureate Degrees- 1D1

~~The term "Bachelor of Arts" shall be applied only to those baccalaureate degrees which require, either by examination or by college courses, proficiency in a foreign language equivalent to a year of college level work.~~

<u>To accommodate the diversity of knowledge, the diverse interests of students, and the needs of an increasingly technical society, the University offers the Bachelor of Arts, the Bachelor of Science, and professional baccalaureate degrees. The general education program supports baccalaureate education at SIUE by playing a foundational role in imparting the abilities and knowledge that define the common core of all baccalaureate degrees. University-wide criteria mandate the manner in which departments and programs define and offer the broad content of these respective degrees in order to assure that they are equivalent and meaningfully differentiated degrees. The University requires students earning a:</u>

- <u>B.A. degree to complete at least eight (8) courses (minimum 24 credit hours) in the fine and performing arts and humanities, including, as part of those eight courses, a two (2) semester sequence of a foreign language;</u>

- B.S. degree to complete at least eight (8) courses (minimum 24 credit hours) in the life, physical, or social sciences, including, as part of those eight courses, two (2) courses designated as labs (LAB).

- Professional baccalaureate degrees to complete either the requirements described above for the B.A. degree or the B.S. degree as approved by the Curriculum Council of the Faculty Senate.

VIII. Rationale for Action Item Two: Modification of University-Wide Requirements for the Bachelor of Arts and Bachelor of Science Degrees (1D1)

The Phase II Design Proposal, "Students' Integrated and Universal Essential Education: SIUE Education," which was selected during the faculty referendum, provided the following rationale:

> Currently, the only university level distinction in the degrees is that a B.A. degree requires two courses in the same foreign language. As a result, the B.S. degree has become a 'default' degree for many programs—it is the option without foreign language. As part of our design, students earning a B.A. degree would be required to complete at least eight courses in the fine arts and humanities, including as part of this two courses in the same foreign language. Students earning a B.S. degree would be required to complete at least eight courses in the sciences (natural [physical and life] or social), including as part of this two lab courses. These criteria are intended to strengthen the distinction between the two degrees, and make them more balanced in terms of requirements. There is much flexibility in how programs might choose to incorporate these criteria into their degree curricula. For some programs, current requirements for a B.S. or B.A. degree already satisfy our suggested criteria (e.g., B.S. in biological sciences; B.A. in Art and Design). However, other programs might need to develop or incorporate an additional lab course or additional science courses to maintain a B.S. degree. Alternately, some programs might need to include additional fine arts or humanities courses to offer a B.A. degree. Programs might incorporate specific courses as part of their curricula, or they might simply provide for space in students' coursework (in the form of electives) to complete courses in appropriate disciplines. Some programs may decide to offer only a B.A. or B.S. degree, instead of both.[85]

The strengthening of the distinction between the B.A. and the B.S. degrees was widely praised. The General Education Committee of the Faculty Senate, along with the Dean of the College of Arts and Sciences, the Curriculum Committees of the College of Arts and Sciences and the School of Engineering and the student focus groups voiced support for this element of the new general education program.[86]

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[85] Marcus Agustin, et al., "Students' Integrated and Universal Essential Education: SIUE Education," Phase Two Design Proposal submitted to the BRIDGE Committee, 8 January 2007, pp. 28-29.

[86] See Michael Moore, Chair, Faculty Senate General Education Committee, to Eric Ruckh, Chair, BRIDGE Committee, "Report of the General Education Committee on Phase II BRIDGE Proposals," p. 2; Kent Neely, Dean, College of Arts and Sciences, to Eric Ruckh, Chair, BRIDGE, 2 March 2007, "College of Arts and Sciences Response to BRIDGE Proposals," p. 1; Thomas Foster, Chair, College of Arts and Sciences Academic Policy and Curriculum Committee, to BRIDGE Committee, 2 March 2007, "Review of Phase II design proposals," p. 2; Bryon K. Ehlmann, Chair, School of Engineering Curriculum Committee, to Eric W. Ruckh, Chair, BRIDGE Committee, 1 March 2007, "Review of the BRIDGE Proposals by the School of Engineering Curriculum Committee," p. 5; A. Austin, et al., "An Assessment of BRIDGE Using Focus Groups," p. 7.

IX. Action Item Three: Amendment of the Operating Papers of the Faculty Senate Curriculum Council as They Pertain to the General Education Committee

Recommendation 3. The BRIDGE Committee recommends that the Faculty Senate amend the Operating Papers of the Faculty Senate Curriculum Council regarding the General Education Committee because the BRIDGE Committee finds that the Faculty Senate's General Education Committee, as it is currently constituted, lacks the resources and the authority to oversee and assess SIUE's general education program. The proposed changes follow in strikethrough format.

Operating Papers of the Faculty Senate Curriculum Council

C. The General Education Committee (GEC)
1. The voting members of the Committee shall be as follows: ~~Eight~~ Nine faculty members, four from CAS, one from each of the other schools with a baccalaureate program, one from the Lovejoy Library (staggered three-year terms). Two undergraduate students, (one-year term), appointed by the Student Senate. The Dean of CAS (or his/her designated representative).

2. The non-voting members of the Committee shall be as follows: The Provost and Vice Chancellor for Academic Affairs (or his/her delegated representative; indefinite term). The ~~Assistant or Associate Dean of CAS who has primary responsibility for~~ Director of Academic Counseling and Advising (or his/her delegated representative; indefinite term). The ~~Director of the Office of Admissions and Records~~ Assistant Vice Chancellor for Enrollment Management (or his/her delegated representative; indefinite term). The Director of Assessment (indefinite term).

3. The method of selection of the faculty members of the Committee shall be as follows:
a. During the Spring term, the Dean of each School or College will appoint the required number of members and alternates.
b. The candidates shall be presented for confirmation by the Curriculum Council and the Senate at their April meetings.
c. For all faculty members, service on GEC is for a three-year term commencing August 15th. Vacancies created in the middle of a term by resignation or inability to serve shall be filled by appointment of one of the designated alternates of GEC by the Chair of GEC until the following Spring Semester, at which time the vacancy shall be filled according to the procedure in a. (above).

4. During the Spring term, a voting member on GEC shall be designated Chair by the President of the Faculty Senate and the Chair of the Curriculum Council (whose terms begin in April or that Spring term). This selection shall be presented for confirmation by the Curriculum Council and the Senate at the same time as the slate of proposed new members of the GEC. The Chair shall serve for one year and may succeed him/herself once.

5. In meetings of the GEC, the Chair shall only vote in case of a tie. The responsibilities of the

Chair shall be as follows:

a. To serve as the official representative of GEC as a voting member of the Curriculum Council;

b. To call meetings of the Committee (at least once per term) for the timely consideration of such matters as shall have been submitted to it;

c. To monitor the Committee's oversight (see below) of the General Education Program;

d. To consult regularly with the Provost and Vice Chancellor for Academic Affairs about General Education, to describe to the Provost any problems in the program that have come to the attention of the Committee, and to keep the Provost apprised of changes that the Committee might suggest in the program.

6. A secretary of GEC shall be appointed by the Chair from among the membership of GEC. The secretary shall serve for one year, and shall have the following responsibilities:

a. To keep accurate minutes of all meetings of GEC;

b. To assist the Governance Office in the maintenance of the records of GEC's activities.

7. The GEC shall meet at the call of its Chairperson, but not less frequently than once per term. A quorum of the Committee shall be six (6)-voting members, including the Chairperson.

8. The GEC bears the primary responsibility for maintaining and developing the General Education Program at Southern Illinois University Edwardsville. Its responsibilities include the following:

a. To review proposals for additions, terminations, and modification of all ~~Skills, Introductory, and Interdisciplinary~~ general education courses and requirements.

b. To review request~~s~~ for waivers of the team-teaching requirement in Interdisciplinary <u>Studies</u> courses.

~~c. To review request for additions and deletions to the list of Distribution General Education Courses.~~

~~d.~~ <u>c.</u> To review proposed modifications in the General Education program and/or requirements, and to recommend them as appropriate.

~~e.~~ <u>d.</u> To exercise continual oversight of the scheduling and content of General Education courses, and to recommend changes in the scheduling or content of courses where appropriate.

~~f.~~ <u>e.</u> To communicate to departments the need for additional courses<u>, projects, and activities</u> deemed necessary to the General Education curriculum.

~~g.~~ <u>f.</u> To consider any other matters that GEC believes essential to the continued success of General Education at SIUE, and to recommend appropriate actions.

9. All decisions of GEC are subject to review and approval by the Curriculum Council.

10. Procedures of the GEC shall be as follows:

a. All proposals for the addition<u>, modification, or deletion</u> of ~~Skills, Introductory and Interdisciplinary~~ general education courses <u>or requirements</u> shall receive two readings; no course <u>or requirement</u> shall be approved or deleted at the time it is first presented to the GEC.

b. Representatives of the proposing Department(s), College or School(s) shall be invited to meet with GEC during the discussion portion of deliberations relating to their proposal.

c. Proposals for minor modifications of a General Education course may be acted upon at their first reading. If there is question by any member of GEC about whether the modification is major

or minor, action shall be delayed until the second reading of the proposal.

11. Requests to propose, modify, or delete ~~Skills, Introductory or Interdisciplinary~~ general education courses or requirements ~~shall include all information called for on the "criteria" sheets for these courses (available in the Governance Office). Course proposals~~ shall be routed in the following sequence:
a. Originated by the individual faculty members who desire to teach the course (or by departments in cases where GEC has requested the course);
b. Submitted for consideration and approval by the Department(s) involved;
c. Submitted for consideration and approval by the Curriculum Committee(s) of the College or School(s) involved;
d. Submitted to the Governance Office for preliminary screening;
e. Submitted for consideration and approval by GEC (IS courses cannot be considered by GEC until the course is approved by at least two different departments within the College of Arts and Sciences, by CAS and one other School, or by two different Schools);
f. Submitted for consideration and approval by Curriculum Council;
~~g. Submitted for consideration and approval by Faculty Senate;~~
~~h.~~ g. Submitted for consideration and approval by the Provost and Vice Chancellor for Academic Affairs.

12. The GEC shall have responsibility for the continuing review of the General Education program. ~~To assist in this responsibility, GEC may establish a subcommittee for evaluation to administer and oversee the continuing evaluation of the General Education program. A subcommittee shall include the Director of the Office of Academic Counseling and Advising or his/her delegated representative. Other membership considerations are left to the discretion of GEC, but faculty will comprise at least 50% of the subcommittee.~~ Responsibilities ~~of the Subcommittee for evaluation~~ include:
a. ~~To establish and maintain a strategy for the continuing evaluation of the General Education program.~~ To begin a continuous review of the General Education program starting three years after students matriculate under any requirement of the new General Education program approved by the Faculty Senate in 2007-2008. The review shall be done annually in such a way that it is completed at the end of five years, when the review process shall begin again.
b. ~~To implement the 5-year re-approval of General Education courses called for in the June 11, 1984, General Education document (Edwardsville Bulletin, VOL. 15, No. 11, p. 10). The first such review is to occur during the 1990-91 academic year.~~ To review, in a manner determined by the Curriculum Council, the General Education program on an annual basis, with "Foundations" courses to be reviewed in the first year, "Breadth" courses in the second and third years, and "Interdisciplinary Studies" courses along with other general education requirements in the fourth year. The fifth year in the cycle shall be devoted to reviewing the entire program from a holistic and comprehensive perspective. Each year, the Committee may be augmented with additional members as needed to help with the review.
c. To place all courses that are not re-approved in the GEC's annual review on probationary status. Departments will have one year to address satisfactorily the Committee's concerns; otherwise, such courses will be removed from the lists of courses approved for General Education credit.
~~c.~~ d. To prepare materials in support of both the annual review of undergraduate education

reported through the Resource Allocation and Management Program (RAMP) process and any special reviews of General Education that the University shall undertake.

d. e. To participate with the Office of Institutional Research in any regular inventories it conducts, such as ACE/UCLA New Freshman Survey, that shall result in data pertinent to the evaluation of the General Education Program.

e. f. To conduct any and all additional evaluation activities that the subcommittee or GEC shall deem necessary and appropriate.

X. Rationale for Action Item Three: Amendment of the Operating Papers of the Faculty Senate Curriculum Council as They Pertain to the General Education Committee

The BRIDGE Committee recommends that the Faculty Senate direct the Curriculum Council to consider revising its Operating Papers as they pertain to the General Education Committee so that it is better able to oversee and assess the proposed general education program. The Committee proposes five substantial modifications to the Operating Papers of the Curriculum Council.

First, the Committee proposes that the Council create a position (three-year elected) on the GEC for a faculty member from Lovejoy Library. Faculty members from Lovejoy Library have played a crucial role in University governance over the years and a key role in the BRIDGE process. Their insight and wisdom have enriched the general education process. In addition, faculty members from the Library play a crucial role in the delivery of the general education curriculum, most obviously, but not exclusively through their expertise in information literacy. Consequently, they should have representation on the University body that oversees that curriculum.

Second, the Committee proposes that the Council create a position (indefinite term) on the GEC for the Director of Assessment. The GEC will be asked to play a crucial role in the oversight and evaluation of the new general education program. The Director of Assessment has the expertise and the resources to aid the Committee in this crucial function. The Director will help guarantee that ongoing oversight and evaluation of the program—both its components and holistically—is carried out, the results of which can be demonstrated to the Faculty as a Whole. In addition the Director of Assessment can help maintain the 'institutional memory' of the intention that animates the proposed general education program so that as the program drifts, it can be returned, if deemed appropriate by the GEC, to its original intent.

Third, the Committee proposes that the Council charge the GEC with the responsibility to do a continuous review of the general education program. The Committee suggests that the GEC review and assess the proposed general education program on a five-year cycle. During the first four years of the cycle, various components of the general education program would be reviewed and assessed: Foundations courses to be reviewed in the first year, Breadth courses in the second and third years, and Interdisciplinary Studies courses along with other general education requirements in the fourth year. In the fifth year, the program would be reviewed holistically. This structure should make the review of the general education program feasible because it spreads the work through five-year cycles. Further, along these same lines, the Committee acknowledges that the review of any component of the general education program is an enormous amount of work. Indeed, the Committee recognizes that the amount of work will vary according to the component under review.

Therefore, fourth, the Committee proposes that the Council grant the GEC the practical capacity to carry out that renewed charge. To that end the Committee proposes that the Council grant the GEC authority to augment its membership as necessary on a yearly basis to be able to best carry out the review

of the relevant component of the program. The Committee leaves the development of the mechanism of this augmentation to the discretion of either the Curriculum Council or the General Education Committee.

Finally, fifth, the Committee proposes that the Council grant the GEC the institutional authority to make its review and assessment of the general education program meaningful. Therefore, the Committee recommends that the GEC be given the mandate to place any general education courses or requirements that the GEC deems deficient in satisfying the goals established for the relevant general education components on probationary status for one year. If the department or unit is unable to make satisfactory amendments to the course or the requirement, the GEC will have the authority to remove the course, project or activity from the general education program.

The need for better oversight and assessment of the general education program has been an issue of long-standing concern at SIUE. The question of oversight was identified as a weakness at the *inception* of the current program. The 1987 external review commissioned by the GEPCI as it turned responsibility of the current general education program over to the Faculty Senate General Education Committee (GEC) found:

> Despite the obvious commitment of the administration and the ongoing attentiveness of GEPCI and its chair, I have the sense that general education at SIUE needs full-time administrative leadership and a standing committee charged to oversee further program development and evaluation as well as to maintain program quality.[87]

By 1994, a note of desperation or perhaps cynicism had entered into the Puro Committee's Review: "As we and others before us have recommended in reports too numerous to mention, someone should be put in charge of general education immediately."[88] Knowing that this was a concern to the community, the BRIDGE Committee required that phase-two design teams address the issue of oversight in their design proposals.[89] The phase-two distribution design team offered a detailed set of ideas that include the kernel of what the Committee recommends: "we propose implementing a cyclical schedule for a General Education Curriculum Review as an on-going feature of general education assessment. Review of the entire curriculum would be completed over a five year interval, with different components reviewed in different years. This system would spread out the workload of review, but would ensure continual monitoring of the curriculum, and opportunities for revision and renewal."[90] *Finally, the need for the renewal of the General Education Committee was identified by the General Education Committee itself.* The GEC's "Report of the General Education Committee on Phase II BRIDGE Proposals" concluded:

> It is worth noting that all three proposals recommend reviewing the important components of the design every five years. This is the point at which the General Education Committee would be likely to play a significant and long-term role …. Such a process can help insure that there is no drift from the original intent as well as to make sure that we have a dynamic model. The structure of the Gen. Ed. Committee may have to be examined to make sure that there is enough manpower to accomplish this task.[91]

The College of Arts and Sciences Academic Policy and Curriculum Committee concurred and recognized that the GEC will play a crucial role in assessing the new program: "A re-invigorated General Education Committee of the Curriculum Council is required . . . . The General Education Committee will also need

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[87] Reynold Feldman, "Consultation Report on the General Education Program, Southern Illinois University Edwardsville," in Galen K. Pletcher, Chair, General Education Program Committee for Implementation (GEPCI) to Deans, Directors, Department Chairs, 24 June 1987, Office of the President, 1986-1987, Accession #A91:11, Box 3, Folder 20, Lovejoy Library Archives, p. 7. See also pages 8-9: Feldman recommends the appointment of a senior faculty member to be "Director (Coordinator) of General Studies" to act as the equivalent of "chief executive officer" in relation to the GEC.

[88] Marsha Puro, Chair, GEC to Faculty Senate Curriculum Council, "Review of the General Education Program," 2 May 1994, Office of the Chancellor, 1994-1995, Accession #A97:49, Box 3, Folder 4, Lovejoy Library Archives, p. 2.

[89] BRIDGE Committee, "Charge/Guidelines/Constraints for Phase-II Design Teams," available on BRIDGE website.

[90] Agustin, et al., "SIUE Education," p. 121.

[91] Moore to Ruckh, "Report of the General Education Committee on Phase II BRIDGE Proposals," p. 8.

to develop assessment plans for the general education curriculum."[92] To solve this deep problem in SIUE's general education program, the BRIDGE Committee strongly encourages the Senate to act on its recommendation. In addition, *the BRIDGE Committee recommends that the Faculty Senate, the BRIDGE Implementation Committee, and the Office of the Provost consider creating the position of Director of General Education.*

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[92] Foster to BRIDGE Committee, "Review of Phase II design proposals," p. 1. The Interim Dean of the School of Business, Timothy Schoenecker, also highlighted the need for an appropriate oversight mechanism. He wrote, "I like the oversight mechanism [proposed by the phase-two distribution team] . . . . I think that such a mechanism is necessary regardless of the approach chosen" (Schoenecker to Ruckh, 2 March 2007, "Review of BRIDGE Proposals," p. 2).

XI. Resolution for Adopting Designations for the New General Education Program Breadth and Experience Components

Recommendation 4. **The Committee recommends that the Faculty Senate approve a set of designations for components of the new general education program.**

Proposed Resolution

Whereas, no effective or ongoing strategy for evaluation or oversight of the efficacy of the general education program at SIUE has been developed, thus exacerbating drift and disarticulation of the program,
*Resolved***, That, first, the set of designations of key components of the new distribution plan (described below) be approved to form the foundation for the work of the BRIDGE Implementation Committee and;**
*Resolved***, That, second, the BRIDGE Implementation Committee be directed to develop, in close coordination with the General Education Committee, the Director of Assessment and the Office of the Provost, a strategy and plan for ongoing oversight and evaluation of the new general education program, using the foundational designations described above as a starting point for on-going dialogue.**

The BRIDGE Committee finds that the Faculty Senate and the Office of the Provost have been unable to maintain effective oversight or evaluation of the efficacy of the general education program at SIUE.   Therefore, the BRIDGE Committee recommends that the Faculty Senate approve a set of 'designations' of key components of the new general education program that will form the foundation for the work of the BRIDGE Implementation Committee and the foundation for the development of an ongoing oversight plan for the new general education program. First, these designations were developed to provide a foundation for the work of the BRIDGE Implementation Committee as it considers what courses, projects, and activities to approve for inclusion in the new general education program. Second, these designations were developed to provide an eye toward development of a plan by which components of the new general education program would be evaluated on an ongoing basis. A more systematic approach to oversight and evaluation would prevent drift in the new program, and assure that courses, projects, and activities continue to provide the value to the program for which they would be originally approved. The designations were developed by the BRIDGE Committee in close coordination with Dr. Jennifer Rehg, representative of the phase-two distribution design team; and Dr. Paul Brunkow, Chair, BRIDGE Implementation Committee; and in dialogue with the Chairs of affected departments and units. Complete text of these designations can be found on the BRIDGE website; following, the Faculty Senate will find a summary of these proposed designations.

XII. Foundational Designations of Key Components of the New General Education Program

A. Designations of Breadth Areas

1. Designation of Courses to be Considered for Inclusion in Fine and Performing Arts Breadth Category (FPA)

Content/Subject Matter

Courses in the Fine and Performing Arts involve study of the creative nature of humans, including processes by which human creativity is expressed, and the products of this creativity with such products being considered outside of conventional ideas of utility or function. Fine and Performing Arts courses examine the aesthetics of these creative processes and products, often within historical or cultural frameworks. Fine and Performing Arts courses generally address one or more topics related to visual arts, dance, music, and theater.

Methodology

Fine and Performing Arts courses focus on experiencing and examining products of human creativity. This may include practicing techniques underlying various modes of creative expression, producing creative works, and investigating creative works by directly experiencing them through the senses.

Course Goals

- an understanding of the importance of creativity to human existence, including the role of creativity in human societies more broadly;

- an understanding of how human creativity and aesthetics are influenced by historical and cultural contexts;

- an understanding of the theoretical concepts underlying various modes of expression and creative processes or techniques, and how these relate to the production of creative works;

- an appreciation for the arts and their importance to human cultures and societies;

- experience in exploring their own creative abilities.

2. Designation of Courses to be Considered for Inclusion in Humanities Breadth Category (HUM)

Content/Subject Matter

Humanities courses examine how humans organize, understand, and communicate their experiences. Courses in the Humanities involve study of the cultural and intellectual expression of the constructs that humans use to shape individual and societal beliefs and values. Fundamental questions confronted by all humans, such as those pertaining to the meaning of life, the definition of justice, the nature of the divine, the formation of emotional bonds, and many other topics that relate to the human condition are addressed. A multiplicity of perspectives underlying responses to such questions are examined through literature, history, philosophy, and other modes of inquiry.

Methodology

Humanities courses examine human expression of beliefs and values through analysis and discussion of written and visual texts, cultural products, and oral arguments. In such courses, analytical, interpretive, or comparative perspectives are used. Ethical, emotional, and value-based approaches to interpreting the expression of human beliefs and values may be explored, as well as evidence-based approaches.

Course Goals

- perspectives of the human experience and systems of knowledge at individual or social levels;

- an appreciation of the diverse ways in which ideas and perspectives are formulated and values are established;

- an ability to analyze, integrate, and communicate aspects of the human experience including the thought processes, mental and emotional states, and perspectives used by themselves and others to shape expression of belief and value.

3. Designation of Courses to be Considered for Inclusion in Information and Communication in Society Breadth Categrory (ICS)

Content / Subject Matter

Courses in Information and Communication in Society study the dynamic interaction between modes of communication and the way these modes of communication can affect interpretation of the information they convey. Effects of the structure of written and spoken languages on thought processes and perception, influence of information bias on decision-making processes, and effects of technology infrastructure on the creation, use, duplication, and transmission of information may be examined in ICS courses. ICS courses can approach the interface between information and communication from societal or cultural perspectives including language use and mass communications, and/or from technological or quantitative perspectives including computer programming languages, information technology systems, and statistics.

Methodology

ICS courses include both applied skill and relational content components. The applied component exposes students to the skills necessary to understand and utilize the mode(s) of communication under study. Students are encouraged to employ these skills through assignments and/or exercises that highlight how information can be conveyed. The relational content component demonstrates how perception, decision-making and/or cognitive constructs can be affected by the mode of communication by introducing examples from across the range of disciplinary topics. Discussion focuses on the dynamic relationship between communication mode, societal biases, and individual perception of the nature or quality of information.

Course Goals

- recognition of how the quality and perception of information can be
shaped by its mode of communication and how the style of communication can be affected by the information to be conveyed;

- enhancement of the skills necessary to convey and access information
through one or more mode of communication;

- recognition of the critical thinking skills necessary to evaluate the
ethical and accurate use of information;

- experience in modulating informational components through the use of different communication strategies.

4. Designation of Courses to be Considered for Inclusion in Life Sciences Breadth Category (LS)

Content/Subject Matter

Life Sciences courses involve the study of living organisms or processes supporting and specific to organisms; Life Sciences courses may also examine interactions among organisms and between organisms and their environment. Life Sciences courses generally address one or more topics related to human health and biology, biochemistry, evolution, environmental science, biogeography, ecology and ecosystems and the biosphere, as well as other, related topics. Human biology, when considered, is typically examined in a comparative context in which humans are viewed within a broader biological scheme.

Methodology

Life Sciences courses focus on knowledge and concepts gained and understood using scientific, hypothetico-deductive, evidence-based approaches. Information is generally at least implicitly organized and presented as being the result of a series of hierarchical, problem-solving exercises, in which the central roles of observation and data evaluation are emphasized in the testing of alternative hypotheses. Students are exposed to the most current understanding of life science phenomena as well as to the dynamic nature of life science knowledge.

Course Goals

- familiarity with a subset of biological entities or processes;

- an understanding of the value of hypothetico-deductive approaches to gaining knowledge and experience in problem-solving using observation and objective analysis;

- an appreciation of the diversity of organisms, and their interrelationships;

- an understanding of how humans affect and are affected by living organisms and ecosystems.

5. Designation of Courses to be Considered for Inclusion in Physical Sciences Breadth Category (PS)

Content/Subject Matter

Physical Sciences courses involve study of the physical world. Analysis of the structure and properties of matter, chemical reactions, the interaction of energy and matter, electromagnetics and wave phenomena, and the interactions between force and motion are subjects generally studied in physical science courses. Courses focusing on discussion of definitions and manifestations of physical laws, development of descriptions of the physical world, the solar system and the Universe, and analysis of environmental processes would also be considered physical science courses. Physical Sciences courses may also develop quantitative or analytical tools to describe static and dynamic relationships among variables and entities, and may study algorithms and logical rules used to apply these relationships. Physical Sciences courses may include analysis of the interaction between the physical world and biological entities, but their focus should be on the physical phenomena underlying such interactions and not on the biological entities themselves.

Methodology

Physical Sciences courses focus on knowledge and concepts gained and understood using scientific, hypothetico-deductive, evidence-based approaches. Information is typically organized and presented as being the result of a series of hierarchical, problem-solving exercises, in which the central roles of observation and data evaluation in the testing of alternative hypotheses may be emphasized. Demonstrated cause-and-effect relationships among variables, and the algorithms to understand and apply these relationships, are emphasized. Students are exposed to the most current understanding of physical phenomena, to the quantitative, analytical or statistical techniques which may be used to understand these phenomena, as well as to the dynamic nature of this understanding.

Course Goals

- familiarity with a subset of physical phenomena or material entities, or tools to describe physical phenomena;

- an understanding of the value of hypothetico-deductive cause and effect approaches to gaining knowledge and understanding;

- experience in problem-solving using quantitative or logical algorithms.

6. Designation of Courses to be Considered for Inclusion in Social Sciences Breadth Category (SS)

Content/Subject Matter

Social Sciences courses involve study of human behavior at individual and group levels and the socio-cultural systems that influence, and are influenced by, human behavior. Social Sciences courses generally address one or more topics dealing with human behavior, generally in relation to social contexts and variables. Such contexts include social institutions, economic and political systems, manifestations of social organization (e.g., class, gender, ethnicity), value, and belief systems.

Methodology

Social Sciences courses focus on knowledge and concepts gained and understood through a combination of empirical and theoretical approaches. Approaches typically used include collection and analysis of qualitative or quantitative data from interviews, surveys, experiments, observation, case studies or other methods. Social Sciences courses often work in a comparative context in which human behavior or social systems are examined within and across different human cultures and societies.

Course Goals

- familiarity with components of individual or group level human behavior, typically with regards to one or more social contexts;

- an understanding of how humans affect and are affected by social and cultural systems, and the dynamic interaction between human behavior and social and cultural systems;

- an understanding of the application of the scientific method to investigating behavioral and social issues/problems/questions;

- an understanding of ethical issues with research involving humans;

- exposure to theoretical perspectives and models as applied to social phenomena.

B. Designation of Courses to be Considered for Inclusion in Interdisciplinary Studies (IS)

Content/Subject Matter

Courses in Interdisciplinary Studies allow students to experience the interrelationship and interaction among disciplines, while investigating a topic or set of related topics. Such courses are intended to demonstrate, through course content and methodology, the similarities and differences among disciplines in knowledge bases and ways of knowing, and thus highlight the complementary nature of diverse disciplines. Unlike the Breadth Areas, content of IS courses is not prescribed; rather, instructional methodology is key to achieving the learning outcomes. IS course content should focus on a topic or set of related topics to which two or more disciplines can independently contribute in terms of knowledge and methodological approaches.

Methodology

Because of the non-specific content nature of IS courses, methodological approaches of the courses will vary based on the disciplines of participating instructors. However, all IS courses should seek to highlight the similarities and differences, and complementary nature of diverse ways of knowing about the world, as typified by the approaches of distinct disciplines.

In addition, IS courses should promote further development of analytical reading and writing skills, information literacy, and critical thinking skills. These courses must include components such as in-class activities, reading and writing assignments, or other work that allow students to practice or develop these skills.

Course Goals

- familiarity with terms and concepts associated with course topics and content;

- understanding of the knowledge bases and ways of knowing specific to the two or more disciplines represented in the course, and how each applies, separately and as a complement to the other, to the common problems, themes, or issues of course topic(s);

- proficiency with the skills of information literacy, analytical reading and writing, and critical thinking;

Additional Requirements

To promote the learning outcomes of an IS course, there are additional requirements:

 - an enrollment cap of 25 students per instructor, to ensure that adequate attention can be provided to addressing student skill proficiency with appropriate activities and assignments;

- instructors of an IS course will typically come from different, complementary departments, to buttress the intent of the IS requirement by promoting interaction and integration of distinct disciplines

- generally it is expected that at least one of the instructors will come from a traditional liberal arts and sciences discipline

C. Designations of Experiences

1. Designation of Courses to be Considered as New Freshman Seminars (NFS)

Component Content/Methodology

Courses designated as New Freshman Seminars (NFS) are designed to encourage student success by integrating students, intellectually and culturally, into the SIUE community. As presented in the New Student Seminar Task Force Report and Recommendations, the goals of all New Freshman Seminars are: 1) to assist new freshmen in making the transition to college level work and expectations; 2) to orient students to the resources and culture of the University; and 3) to engage students in an intellectual community of students and faculty. The content and subject matter of NFS courses are not prescribed; however, such courses are distinguished by a unique set of experiences, oriented toward the needs of new students and meeting the goals of the NFS experience. NFS courses may also satisfy other general education requirements (Foundations, Breadth Areas, Cultures, Health, etc.), major, or minor requirements.

Course Goals

- focus on academic content, which is defined as instruction in, and application of, academic skills, including reading, writing, computation, or critical analysis (including scientific investigation), which is also linked to either discipline-specific or interdisciplinary/multidisciplinary content;

- experience with group learning or group work activities or assignments involving collaboration among a set of students;

- development of written communication skills, by means of a significant writing component;

- development of information literacy skills, by means of a significant information literacy component;

- familiarity with at least two of the following three types of university and community resources, by means of incorporating these resources into required coursework or assignments:
 University academic support services.
 University non-academic social and cultural resources.
 Local or regional social and cultural resources.

Additional Requirements

To promote the learning outcomes of an NFS course, there are additional requirements:

 - a value of 3-credit hours;

- an enrollment cap of 25 students.

2. Designation of Courses to be Considered as Including a US Cultures Experience (USC)

Component Content/Methodology

The United States Cultures Experience fulfills the Illinois state-mandated Intergroup Relations requirement, addressing issues of cultural pluralism within the United States. Approved courses, activities, or projects to receive the USC designation must introduce students to diversity inherent in the United States as well as the issues of inequality among various groups. This diversity can be explored in different manifestations—from the symbolic and literary, through the historical, to the social, economic, legal and political—from a variety of disciplinary angles. A substantial portion of every approved course, activity, or project needs to explore the inequalities among groups and intergroup conflicts, with a focus on racial, ethnic, or gender groups. In addition, the experience needs to include a component that focuses on the contemporary aspects of group interactions, inequalities, and conflicts.

Experience Goals

- an understanding of the cultural diversity and pluralism within the United States;

- an understanding of the contributions of underrepresented groups within the United States, historically or contemporarily;

- an understanding of inequalities and conflicts among groups, including racial, ethnic, or gender groups within the United States historically or contemporarily;

- capacities to appreciate, respect, and learn from diverse groups within the United States.

3. Designation of Courses to be Considered as Including a Global Cultures Experience (GC)

Component Content/Methodology

Approved courses, activities, or projects designated as having a Global Cultures experiential component will introduce students to societal and cultural characteristics, issues, or levels of organization as exhibited by societies and cultures in countries other than in the United States. These issues or problems may be social, political, economic, cultural, historical, or environmental in nature. While U.S. examples may be included to provide a comparative framework, a substantial portion of the course must focus on one or more other countries.

Course Goals

- an understanding of social and cultural characteristics or issues in countries outside of the United States;

- an ability to recognize parallels and differences in social development, social organization, conflict resolution, or societal characteristics between those experienced in the United States versus those in other countries;

- a recognition of, and appreciation for, differences among cultures and societies;

- an ability to gain information and knowledge about cultures and societies other than those experienced in the United States.

4. Designation of Courses to be Considered as Including a Laboratory Experience (LAB)

Component Content/Methodology

Lab courses are identified according to the recent definition developed by the National Research Council (2005): "Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science."

Lab courses involve discussion of data collection and analysis through scientific methods. Such lab courses are intended to expose students to research methodologies and experiences involving real-world data analyzed by the students, according to scientific methods appropriate to the discipline. Ethical issues related to research should also be addressed, as appropriate to the discipline and topic of the laboratory course.

Lab courses must include at least one credit hour of instruction devoted to the laboratory experience, which focuses on techniques of collection and analysis of real-world data. Students must be active participants in data analysis, if not actual data collection (i.e., it is not sufficient to simply be instructing students in how to collect and analyze data).

Experience Goals

- familiarity with one or more topics from working with 'real world' data on the topic(s);

- familiarity with a set of methods, techniques, skills, or tools for data collection and for data analysis appropriate for the discipline or topic of focus;

- an understanding of the application of the scientific method to investigating questions using 'real world' data;

- an understanding of ethical issues with research, as appropriate for the discipline.

5. Designation of Courses and Activities to be Considered as Satisfying the Health Experience (H)[93]

Component Content/Methodology

Health is defined as relating to the physiological, psychological, and social well-being of an individual. Approved courses, activities, or projects satisfying the health experience should increase awareness of factors related to an aspect of health (physiological, psychological, or social), and develop evaluation and decision making capabilities (choices and actions) related to health issues, and generally influence thinking about health.

Health Experience approved courses, activities, or projects must address at least one component of health: physiological, psychological (including emotional and spiritual health aspects), or social; and must satisfy one or more course goals, as follows.

Experience Goals

- ability to identify and understand factors affecting physiological health, including internal and external factors (e.g., environment), and means for affecting physiological health, as well as familiarity with optimal physiological health habits (e.g., dietary patterns and physical activity);

- engagement in regular physical activity;

- ability to identify and understand factors affecting mental and social health including life stressors, and social activities and relationships, and means for affecting mental and social health;

- capacity to develop or practice strategies for dealing with life stressors and other factors affecting mental and social health;

- ability to identify and understand the influence of socio-cultural factors on health and well-being;

- capacity to obtain, evaluate, and understand information and resources associated with health issues.

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[93] See categories of health and definitions at http://www.nihpromis.org/reference_material/domain_definitions.asp.

XIII. Rationale for Development and Approval of Designations for the New General Education Program Breadth and Experience Components

By providing the detailed structure for the new General Education Program, the proposed designations for breadth areas and experiences can help in three ways. First, the designations can provide the faculty and departments guidance in constructing courses. Second, the designations can assist the General Education Committee and the Committee on Assessment in reviewing and assessing the program. Third, they can help students understand the purpose of the various components of the program, encouraging them to become intentional learners.

First, we know from experience that clear guidelines for faculty and departments are important for both developing a general education program and for retaining the integrity of a general education program. For example, in the current General Education program, the only guidance for faculty offering introductory courses (111's) has been the brief description in the catalog. The Puro Report found that in 1994, even those short descriptors were not followed for introductory courses. The Puro Report included the following finding:

> There is widespread confusion about the purpose of the 111 courses. In their original conception, they were designed to introduce students to modes of inquiry and were supposed to use written exercises as a central element of instruction. As noted above, the writing element has been wholly lost in some departments and partially lost in others. No one, except the Philosophy Department, remembers that the central focus of these courses is supposed to be on modes of inquiry. Instead, they are almost uniformly survey introductions to the subject matter of the disciplines and questions concerning "ways of knowing" are ignored. When questioned about this, faculty in these courses seem genuinely surprised since our institutional memory has lost the purpose of these courses.[94]

This finding shows that the purpose and intended design was generally not understood nor followed in the delivery of the introductory courses at the time of the Puro Report, and neither the Objectives Steering Committee nor the BRIDGE Committee found any indications that there have been any changes in the intervening years. One of the key findings of the Objectives Steering Committee was that the current General Education Program lacked connections between the various parts of the program and that there was little conceptual structure to the program, in part because the 111-courses did not play the key role that they were intended to play. The proposed designations provide additional guidance for faculty and departments in the design and delivery of courses in breadth areas and experiences to maintain the integrity and intent of the new program over time.

Second, the drift in the General Education Program and its assessment has hindered the evaluation and assessment of the efficacy of the current General Education Program at SIUE. There is both campus support and external pressure for strengthening our assessment program. The Statement of Objectives for the Baccalaureate Degree provides a starting point for assessing the new general education program as a whole but provides little guidance for assessing the parts of the program as stipulated in the modifications to the Operating Papers of the Faculty Senate Curriculum Council. A rigorous and on-going assessment strategy for the various components of the program, particularly the courses, projects and activities that make up the breadth areas and the experiences, requires clear goals that the courses, projects and activities share in common for each given area or experience.

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[94] Marsha Puro, Chair, GEC to Faculty Senate Curriculum Council, "Review of the General Education Program," 2 May 1994, Office of the Chancellor, 1994-1995, Accession #A97:49, Box 3, Folder 4, Lovejoy Library Archives, p. 10.

The *Handbook of Accreditation* issued by the Higher Learning Commission includes references to assessment in three of the five criteria for accreditation (Criteria 2, 3, and 4). The first core component under Criterion 3 states: "The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible."[95] That core component refers both to program-level and course-level assessment. It behooves the University then to establish clear guidelines for the assessment of its general education program in order to answer to its external accreditation body.

Finally, it is important for students to understand the new General Education Program. Carol Geary Schneider, President of AAC&U, has argued repeatedly for the importance of intentionality, including when she was at SIUE.[96] If students are to be intentional learners in the new program, they need to be able to understand the purpose of the parts. AAC&U's *College Learning for the New Global Century* argues for the importance of intentional learning based on learning outcomes, and while the text refers to general learning outcomes, the argument applies equally well to the specific outcomes for individual courses within the program:

> The aims and outcomes described as "essential" in part 1 of this report (see p. 12) call for students to become "intentional learners" who focus, across ascending levels of study, on achieving these learning outcomes. But to help students do this, educational communities will also have to become more intentional both about these essential outcomes and about effective educational practices that help students integrate their learning and apply it to complex questions.[97]

Faculty and departments need to know what is expected if they are to create "effective educational practices" in their courses that will support students' intentional learning in the new General Education Program.

For these three reasons—guidance for faculty and departments, structure in support of assessment, and information for students—it is important for the Faculty Senate to approve and support the implementation of the designations of the new General Education Program components.

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[95] The Higher Learning Commission, *Handbook of Accreditation*, 3rd ed. Chicago, 2003. 3.1-4.

[96] Carol Geary Schneider, Keynote, "Fall Faculty Symposium," Faculty Roles and Responsibilities, SIUE, Edwardsville, 2003.

[97] AAC&U, *College Learning for the New Global Century: A Report from the National Leadership Council, Liberal Education and America's Promise,* Washington, D.C., 2007, p.25.

XIV. Resolution for Designating the New General Education Program the Lincoln Program

Recommendation 5. **The Committee recommends that the Faculty Senate name the new general education program the Lincoln Program.**

Proposed Resolution

Whereas, the current general education has been found to lack a unifying identity and coherence, contributing to the drift of the program,
Resolved, **That, the new general education program be named the Lincoln Program.**

XV. Rationale for Designating the New General Education Program the Lincoln Program

The current general education program has been faulted for lacking a central unifying theme: students, it has been reported, do not understand the point of it. This was confirmed by the student focus groups.[98] Naming the program is one way to clearly articulate this central unifying theme. Instead of just being a loose collection of courses, the proposed general education program is a program that is organized around a set of goals; a name can help highlight those goals and the unity of the program. Reynold Feldman, the external reviewer brought in to review the current program at its inception, noted that the program was presented as a set of skills courses, to its own detriment. He wrote, "The . . . statement of GE goals . . . [has] a strong *skills* emphasis and should be supplemented with the goals of knowledge, sensitivity and commitment."[99] That the University did not make this suggested correction contributed to the drift in the program, identified by the Puro Committee in 1994: "We encountered a fair amount of evidence that the original intent of our general education program has been lost or was only imperfectly understood at the outset."[100] Indeed the Puro Report found that "our current program insures broad exposure to the liberal arts but insures none of the other outcomes we desire from general education."[101] Puro and her colleagues identified those other outcomes in the following manner: "[General education] is central to the curriculum because, regardless of major our students must learn to appreciate the liberal arts, must come to understand ideas and points of view which they do not encounter in their majors, must comprehend the interconnectedness of knowledge, must learn to be tolerant and responsible citizens of a democracy and must learn to express themselves clearly when discussing what they know."[102] Providing a name can articulate and draw attention to these other outcomes of general education. Calling the new general education program the Lincoln Program will contribute to identifying the general education program as well as highlighting its broad importance in the life of the university and the students.

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[98] Austin, et al., "An Assessment of BRIDGE," p. 3.

[99] Feldman, "Consultation Report," in Pletcher to Deans and Directors, 24 June 1987, OP 1986-87, #A91:11, Box 3, Folder 20, p. 8.

[100] Marsha Puro, Chair, GEC to Faculty Senate Curriculum Council, "Review of the General Education Program," 2 May 1994, Office of the Chancellor, 1994-1995, Accession #A97:49, Box 3, Folder 4, Lovejoy Library Archives, p. 12.

[101] *Ibid*., p. 6.

[102] *Ibid*.

The rationale for this specific name is arrayed across two axes: first, there are extrinsic reasons to give the general education program this name; second, and more importantly, there is an intrinsic affinity between the structure and content of the proposed general education program and Abraham Lincoln's thoughts about education.

Consider, first, the extrinsic reasons to give the general education program this name:

a) identifies the program as a coherent set of courses that students complete;
b) helps students understand the rationale behind the program by condensing the whole logic of it into a single proper noun;
c) identifies the student with the program, as the product of the Lincoln Program;
d) identifies the general education program to wider, public constituencies;
e) signals the University's commitment to an education that is vocationally useful;
f) signals the University's commitment to the civic dimension of education;
g) explains the meaning of liberal education to audiences and constituents that may be slightly suspicious of the idea of liberal education;
h) helps SIUE identify itself and distinguish itself from other Illinois public institutions;
i) help, potentially, in fundraising activities;
j) honors the memory, life and legacy of Abraham Lincoln, who sought to advance public education;
k) celebrates Lincoln, if we can implement at least a part of the program by AY 2009-2010, in the bicentennial year of his birth (1809-2009).

Next, consider the intrinsic affinity between the content and structure of the new general education program and Lincoln's ideas about education. The program presented here is organized around a set of foundational skills courses that are essential to success in contemporary life and generally applicable to a wide range of pursuits. These skills establish a foundation of basic capacities that students then are given the opportunity to enhance and refine by choosing to explore aspects of the world through the breadth courses, the IS course, and the experiences. The model is designed to allow students to put these skills to use in the exploration of a wider world. That wider world is opened up by the union of their interests and the skills established in the Foundations courses. The distribution plan provides students the opportunity to experience how enhanced foundational skills in written and oral communication and in critical and quantitative reasoning promote an enhanced range of personal action. In theory, this enhancement will continue beyond the university experience, as students carry these enhanced capacities into their lives as professionals and citizens. By developing skills, by enhancing them with interest through shared projects and actions in the rest of the curriculum, the distribution model develops students that can continue to develop these skills of communication, reflection, criticism and invention through their continued use in the rest of their professional and civic lives. Vis-à-vis these issues consider Lincoln's reflections on education.

It is well known that Abraham Lincoln had little formal education. In his autobiographical sketch of June 1860, he writes (in the third person), "the aggregate of all his schooling did not amount to one year. He was never in college or academy as a student, and never inside of a college or academy building till since he had a law license. What he has in the way of education he has picked up. After he was twenty-three and separated from his father, he studied English grammar."[103] Of the small amount of formal education he had, he described it thus in a letter to Jesse Fell on 20 December 1859: "Of course, when I came of age I did not know much. Still somehow, I could read, write, and cipher to the Rule of Three; but that was all. I have not been to school since. The little advance I now have upon this store of

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[103] Abraham Lincoln, "Autobiography," June 1860, accessed 19 November 2007; available from http://memory.loc.gov/cgi-bin/query/r?ammem/mcli@field(DOCID+@lit(do321400)).

education, I have picked up from time to time under the pressure of necessity."[104] What Lincoln had, to put it in the positive, were some basic skills, an active mind and an interest (or necessity) in learning more. In this way he was not unlike many of our students: like him, they will gain basic competencies in skills (not unlike Lincoln's "readin, writin, and cipherin") and those skills will be enhanced and developed by a combination of their interest and the 'pressure of necessity.'[105] Later in his life, Lincoln consistently praised the value of education for both advancement in work and citizenship. The proposed general education program fuses a sound foundation in critical skills with student intentionality in pursuing their own interests; it aims to make education practical and useful for students. Lincoln likewise praised the utility of education in an address before the Wisconsin State Agricultural Society on 30 September 1859, arguing, "Henceforth educated people must labor . . . . The great majority must labor at something productive. A capacity, and taste, for reading, gives access to what has already been discovered by others. It is the key, or one of the keys, to already solved problems. And not only so. It gives a relish and facility, for successfully pursuing the unsolved ones."[106] Both Lincoln and the proposed general education program promote the utility of education, the idea that education is best developed through action and invention. In other words, both Lincoln and the proposed general education program promote the pragmatic value of education. Finally, Lincoln claimed that education was crucial to the development of a free and democratic society: "education," he said, "is the most important subject that we as a people can be engaged in. That every man may receive at least, a moderate education, and thereby be enabled to . . . appreciate the value of our free institutions appears to be an object of vital importance . . . . I desire to see the time when education, and by its means, morality, sobriety, enterprise and industry, shall become much more general than at present, and should be gratified to have in my power to contribute something to the advancement of any measure which might have a tendency to accelerate the happy period."[107] Similarly, the proposed general education program seeks to provide students with the foundational competencies—particularly basic information, quantitative and scientific literacy—necessary to be active, informed citizens in a democracy at the beginning of the twenty-first century, when, to an ever increasing degree, politics, science, and technology are interdependent.

This program and Lincoln's ideas about education share a deep affinity: both insist that education begins with basic skills that get developed through practice; both insist that education is essential and useful for economic advancement and political liberation. This affinity can be expressed and highlighted by naming the general education program the Lincoln Program.

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[104] Abraham Lincoln to Jesse Fell, 20 December 1859, accessed 19 November 2007; available from http://memory.loc.gov/cgi-bin/query/r?ammem/mcli@field(DOCID+@lit(d4339100)).

[105] *Ibid*.

[106] Abraham Lincoln, "Address to the Wisconsin Agricultural Society, Milwaukee, WI, 30 September 1859, accessed 19 November 2007; available from http://showcase.netins.net/web/creative/lincoln/speeches/fair.htm.

[107] Abraham Lincoln, "First Political Announcement," New Salem, IL, 9 March 1832, accessed 19 November 2007; available from http://showcase.netins.net/web/creative/lincoln/speeches/1832.htm.

XVI. Summary of Additional Items for Consideration during the BRIDGE Implementation Process

In addition to the five primary recommendations the Committee proposes to the Faculty Senate, the Committee makes the following suggestions relating to the implementation of the general education program at SIUE (the references are to sections of the un-abridged version of this report, available on Blackboard and on the BRIDGE website):

A. The BRIDGE Committee suggests that the Faculty Senate and the Office of the Provost request that the BRIDGE Implementation and Integration Task Force recently appointed by the Provost and chaired by Associate Provost Susan Thomas carefully consider two issues: first, the Task Force should consider the unintended consequences that follow from the fact the NFS is not a graduation requirement but only a matriculation requirement; second, the New Freshman Seminar Task Force should carefully consider recommending the development of a 'transfer student seminar' (VI.B).

B. The BRIDGE Committee suggests that some appropriate body of the Faculty Senate, in close coordination with the Office of the Provost, consider requiring a 'C' or better for students to receive credit for Foundations courses (VI.C).

C. The BRIDGE Committee suggests that the BRIDGE Implementation Committee develop a mechanism for enforcing the proposed sequencing requirements pertaining to the Foundations courses (VI.E.1).

D. The BRIDGE Committee suggests that the Office of the Provost, in close coordination with the Faculty Senate, develop a long-term, strategic plan to enhance the Interdisciplinary Studies program through faculty development and by embedding it more deeply in the institutional culture of the College of Arts and Sciences and the professional schools (VI.E.2).The rationale for this suggestion is provided in Section VI.E.3.

E. The BRIDGE Committee believes that the standards for credit by proficiency (proficiency examinations, CLEP, AP) should be reviewed. The Committee suggests that those standards should be reviewed by an appropriate body of the Faculty Senate in close coordination with affected departments and the Office of the Provost (VI.F).

F. The BRIDGE Committee suggests that the BRIDGE Implementation Committee, in close coordination with departments throughout the University, carefully evaluate course proposals submitted to satisfy the Laboratory Experience requirement in order to guarantee that LAB-designated courses are distributed throughout the Information and Communication in Society, Life Sciences, Physical Sciences, and Social Sciences Breadth Areas of the general education curriculum as well as throughout a variety of professional programs (VI.H).

G. The BRIDGE Committee suggests that the BRIDGE Implementation Committee solicit from various departments, units or faculty proposals for 'suggested thematic courses of general education study' (e.g., environment, health, self/society, the examined life, technology and society, etc.); such suggested programs could enhance the latitudinal integration of the general education curriculum. In addition, the BRIDGE Committee suggest that the BRIDGE Implementation Committee, in close coordination with the Office of Academic Counseling and Advising, solicit from the faculty and the departments suggested thematic courses of general study and develop a strategy to promote them (VI.J).

H. The BRIDGE Committee suggests that the Faculty Senate, the BRIDGE Implementation Committee, and the Office of the Provost consider creating the position of Director of General Education.

XVII. Conclusion

Each of the five primary recommendations is internally complex. The Faculty Senate should carefully examine each. **Nevertheless, the BRIDGE Committee wants to emphasize that the five recommendations are inter-related and inter-dependent. Because of this inter-relation, the Committee recommends that all five primary recommendations be approved.** To approve a new general education program without modifying the General Education Committee so that it can provide necessary oversight of the program is risky at best; it courts immediately betraying the new program and allowing for swift drift of its content. Similarly, to approve a program and an oversight mechanism without approving the rough standards that will be used to evaluate that program is hollow. Such an action would blind us all in regards to what, in principle, drives the entire University: student learning. If we do not commit ourselves to testing, rigorously, the efficacy of the new distribution program by examining what students have learned in their experience of it, then all we have engaged in and created is mere shadow play. We will betray the fundamental impulse behind education, identified by Plato 2500 years ago: to turn the mind—"the instrument with which one learns"—from the transient, ephemeral play of Maya's veil to "endure looking at that which *is* and the brightest part of that which *is.*"[108]

On being asked to *rise* and deliver this report to the Faculty Senate, the Baccalaureate Reform through Integrated Design of General Education (BRIDGE) Committee is adjourned *sine die* and its delegated authority to manage the on-going reform of the general education program at Southern Illinois University Edwardsville reverts to the Faculty Senate and its constitutive standing councils and *ad hoc* committees.

We wish them well in this on-going, collective endeavor.

BRIDGE Implementation Committee Representative	**Phase-Two Design Team Representatives**	**BRIDGE Committee**
Paul Brunkow	Jo Gibson	Zenia Agustin
	Lydia Jackson	Oktay Alkin
	Jennifer Rehg	Julian Bueno
		Kay Covington
		Julia Hansen
		William Hendey
		Mary Mulcahy
		Karen Patty-Graham
		Nancy Ruff
		Vicki Scott
		David Sill
		Carl Springer
		Susan Yager
		Eric Ruckh, Chair

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[108] Plato, *The Republic*, Book VII, 518c, trans. Allan Bloom (New York: Basic Books, 1968), p. 197.

Appendices

Appendix A: Sample Programs of Study

Following are sample schedules for students pursing degrees in university programs. The sample schedules are based on minimal required coursework in general education given the proposal design, providing maximum overlap among requirements. In most cases alternative arrangements of requirements are possible, depending in part on program size and flexibility. The schedules were developed using current suggested program guides available in the Office of Academic Counseling and Advising. For programs in which particular general education courses are specified in the guides, these courses were maintained in the sample programs of study. In some cases, it may be possible for programs to substitute other general education options under our design for these specified courses, and further reduce general education requirements. However, in order to maintain the integrity of the program guides, we have attempted to adhere to existing program curricula as much as possible.

Particular courses may be suggested as satisfying specific general education requirements in these programs; however, determination that these or other courses will satisfy general education requirements is contingent on approval by the Implementation Committee using proposed requirement designation descriptions. Individual courses may be listed as satisfying particular general education requirements in some sample schedules, and not others. This is a result of the fact that for certain programs the same general education requirement may be fulfilled by more than one course, so the course that is attributed with the requirement may vary among schedules. Note that the schedules have not been formally approved by representatives of the programs.

Minor programs are designated as "undetermined" for most of the included programs of study. Some programs require a minor; other programs may not typically allow a minor to fit within the 124 credit hours minimum necessary for graduation (and the minor will be designated as "none"). Selection of minor programs, when possible, may allow for additional overlap with general education requirements.

A. College of Arts and Sciences

i. Department of Anthropology

Sample Program of Study

Major: Anthropology (BS)

Minor: Undetermined
This major requires minimum of 30 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	CMIS 108 (ICS-Breadth)	3	ANTH 311 (USC)	3
	NFS: ENG 101	3	ENG 102	3
	RA 101	3	QL 101	3
	ANTH 111 (SS-Breadth)	3	Elective	3
	Elective	4	Elective	4
		16		16
2	ANTH 325	3	ANTH 300	3
	PS elective (Breadth)	3	ANTH elective	3
	SPC 101	3	ANTH elective	3
	HUM elective (Breadth)	3	Minor	3
	Elective	3	Elective	3
		15		15
3	ANTH 360a (LS Breadth)	3	ANTH 301	3
	ANTH 360b (lab)	1	ANTH elective	3
	Minor	3	FPA elective (Breadth)	3
	Elective	3	Minor	3
	Elective	3	Elective	3
	IS	3		
		16		15
4	ANTH 490	1	ANTH 491	1
	ANTH 400	3	Minor	3
	ANTH 331 (GC)	3	Minor	3
	Minor	3	Elective	3
	Elective	3	Elective	3
	Elective	2	Elective	3
		15		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

ii. Department of Art and Design

<div align="center">

Sample Program of Study

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Major: Art & Design (BFA)

Minor: None

This major requires minimum of <u>34 General Education hours</u> (not counting hours already included in major/minor) and 124-128 total hours for graduation.

YEAR	FALL		SPRING	
1	ART 112a (FPA-Breadth)	3	ART 112c	3
	ART 112b	3	ART 112d	3
	NFS: ENG 101	3	ENG 102	3
	RA 101	3	QL 101	3
	CMIS 108 (ICS-Breadth)	3	SS elective (Breadth) w/ lab	4
		15		16
2	ART 202	3	ART 202	3
	ART 202	3	ART 202	3
	ART 202	3	ART 202e	3
	ART 225a (GC)	3	ART 225b	3
	SPC 101	3	HUM elective (Breadth; USC)	3
		15		15
3	ART 300/400 studio	3	ART 300/400 major studio	3
	ART 300/400 studio	3	ART 400 history	3
	ART 300/400 major studio	3	ART 331	3
	ART 400 history	3	PS elective (Breadth)	3
	LS elective (Breadth)	3	ART elective	3
		15		15
4	ART 300/400 major studio	3	ART 300/400 major studio	3
	ART 400 history	3	ART 300/400 major studio	3
	ART 441	3	ART elective	3
	ART elective	3	Elective	3
	IS	3	Elective	3
		15		15
5	ART 405	1		
	ART 499	2-6		
		3-7		

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Art History (BA)

Minor: Undetermined

This major requires minimum of <u>34 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	ART 225a (FPA-Breadth; GC)	3	ART 225b	3
	FL 101 (ICS-Breadth)	4	FL 102	4
	ENG 101	3	ENG 102	3
	RA 101	3	QL 101	3
	NFS: SS elective (Breadth)	3	Elective	3
		16		16
2	ART 400 history	3	ART 400 history	3
	ART 400 history	3	ART 400 history	3
	HUM elective (Breadth; USC)	3	ART 202e	3
	SPC 101	3	LS Elective (Breadth)	3
	Elective	3	Elective	3
		15		15
3	ART 400 history	3	ART 400 history	3
	ART 400 history	3	ART 400 history	3
	ART 400 history	3	IS	3
	Elective	4	PS elective (Breadth) w/ lab	4
	Elective	3	Elective	3
		16		16
4	ART 400 history	3	ART 400 history	3
	ART 400 history	3	ART 400 history	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Art & Design: Studio Art (BA)

Minor: None
This major requires minimum of <u>34 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	ART 112a (FPA-Breadth)	3	ART 112c	3
	ART 112b	3	ART 112d	3
	NFS: ENG 101	3	ENG 102	3
	RA 101	3	QL 101	3
	FL 101 (ICS-Breadth)	4	FL 102	4
		16		16
2	ART 202e	3	ART 202	3
	ART 202	3	ART 202	3
	ART 202	3	ART 202	3
	ART 225a (GC)	3	ART 225b	3
	SPC 101	3	HUM elective (Breadth; USC)	3
		15		15
3	ART 300/400 studio	3	ART 300/400 major studio	3
	ART 300/400 major studio	3	ART 400 studio	3
	LS elective (Breadth)	3	PS elective (Breadth)	3
	SS elective (Breadth) w/ lab	3	ART elective	4
	Elective	4	Elective	3
		16		16
4	ART 300/400 major studio	3	ART 405	3
	ART 300/400 studio	3	ART 300/400 major studio	3
	ART 400 history	3	ART 400 history	3
	Elective	3	ART Elective	3
	IS	3	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Art Education (BA)

Minor: None

This major requires minimum of <u>34 General Education hours</u> (not counting hours already included in major/minor) and 133 total hours for graduation.

YEAR	FALL		SPRING	
1	ART 112a (FPA-Breadth)	3	ART 112c	3
	ART 112b	3	ART 112d	3
	NFS: ENG 101	3	ENG 102	3
	FL 101 (ICS-Breadth)	4	QL 101	3
	RA 101	3	FL 102	4
		16		16
2	ART 202	3	ART 202	3
	ART 202	3	ART 202	3
	ART 225a (GC)	3	ART 202	3
	ART 289	3	ART 225b	3
	SPC 101	3	CI 200	2
	LS elective (Breadth)	3	SS elective (Breadth) w/ lab	3
		18		17
3	ART 300 level studio	3	ART 364	3
	ART history elective	6	ART history elective	3
	EPFR 315	3	ART 300 level studio	6
	ART 400 history	3	PS elective (Breadth)	3
	IS	3	HUM elective (Breadth; USC)	3
		18		18
4	ART 300b	3	ART elective	3
	ART 365	3	CI 352a	6
	ART 300-400 level studio	3	CI 451b	6
	EPFR 320	3		
	SPE 400	3		
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Art Education (BS*)

Minor: None
This major requires minimum of <u>33 General Education hours</u> (not counting hours already included in major/minor) and 127 total hours for graduation.

YEAR	FALL		SPRING	
1	ART 112a (FPA-Breadth)	3	ART 112c	3
	ART 112b	3	ART 112d	3
	ENG 101	3	ENG 102	3
	RA 101	3	QL 101	3
	NFS: ICS-Breadth	3	SPC 101	3
			HUM elective (Breadth; USC)	3
		15		18
2	ART 202	3	ART 202	3
	ART 202	3	ART 202	3
	ART 225a (GC)	3	ART 202	3
	ART 289	3	ART 225b	3
	LS elective (Breadth) w/ lab	3	CI 200	2
			SS elective (Breadth) w/ lab	3
		15		17
3	ART 300 level studio	3	ART 364	3
	ART history elective	6	ART history elective	3
	EPFR 315	3	ART 300 level studio	6
	ART 400 history	3	PS elective (Breadth)	3
	IS	3		
		18		15
4	ART 300b	3	ART elective	3
	ART 365	3	CI 352a	6
	ART 300-400 level studio	3	CI 451b	6
	EPFR 320	3		
	SPE 400	3		
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two laboratory courses and a minimum of 8 courses designated as sciences to earn a BS; this sample program would require that five courses of the major, minor, or electives—or additional courses--were designated as sciences.

iii. Department of Biological Sciences

Sample Program of Study

Major: Biological Sciences (Medical Sciences; BA)

Minor: None
This major requires minimum of <u>32 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	BIOL 120 (LS-Breadth)	4
	MATH 150	5	CHEM 121b	4
	CHEM 121a (PS-Breadth)	4	CHEM 125b	1
	CHEM 125a (lab)	1	ENG 102	3
	QL 101	3	RA 101	3
		16		15
2	BIOL 121	4	BIOL 220	4
	CHEM 241a	3	CHEM 241b	3
	FL 101 (ICS-Breadth)	4	CHEM 245	2
	STAT 244	4	SPC 101	3
			FL 102 (GC)	4
		15		16
3	BIOL 319	4	BIOL 340	4
	BIOL elective	3	BIOL elective (400 level)	4
	PHYS 206a/211a & 212a	5	PHYS 206b/211b & 212b	5
	Elective	3	HUM elective (Breadth)	3
		15		16
4	CHEM 451a	3	BIOL 497	2
	IS	3	BIOL elective	4
	FPA elective (Breadth)	3	CHEM 451b	3
	SS elective (Breadth; USC)	3	Elective	3
	Elective	3	Elective	3
		16		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Biological Sciences (Genetic Engineering; BS)

Minor: Undetermined
This major requires minimum of <u>27 General Education hours</u> (not counting hours already included in major/minor) and 124-127 total hours for graduation.

YEAR	FALL		SPRING	
1	ENG 101	3	BIOL 120 (LS-Breadth)	4
	MATH 150	5	CHEM 121b	4
	CHEM 121a (PS-Breadth)	4	CHEM 125b (lab)	1
	CHEM 125a (lab)	1	ENG 102	3
	QL 101	3	RA 101	3
		16		15
2	BIOL 121	4	BIOL 220	4
	CHEM 241a	3	CHEM 241b	3
	SPC 101	3	CHEM 245	2
	FPA elective (Breadth)	3	SS elective (Breadth; USC)	3
	STAT 244 (ICS-Breadth)	4	Elective	2
		17		14
3	BIOL 319	4	BIOL elective	3-4
	BIOL elective	3-4	BIOL elective	3-4
	HUM elective (Breadth; GC)	3	PHYS 206b	5
	PHYS 206a/211a & 212a	5	Elective	3
		15-16		14-16
4	BIOL elective (400 level)	4	BIOL 497	2
	BIOL elective	3-4	BIOL elective (400 level)	4
	IS	3	Elective	3
	Elective	3	Elective	3
	Elective	5	Elective	3
		18-19		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Biological Sciences - Integrative Biology (BS)

Minor: Undetermined
This major requires minimum of <u>27 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	ENG 101	3	BIOL 120 (LS-Breadth) w/ lab	4
	MATH 125	3	CHEM 121b	4
	CHEM 121a (PS-Breadth)	4	CHEM 125b	1
	CHEM 125a (lab)	1	ENG 102	3
	QL 101	3	RA 101	3
		14		15
2	BIOL 121	4	BIOL 220	4
	CHEM 241a	3	CHEM 241b	3
	SPC 101	3	CHEM 245	2
	FPA elective (Breadth)	3	SS elective (Breadth; USC)	3
	STAT 244 (ICS-Breadth)	4	HUM elective (Breadth; GC)	3
		17		15
3	BIOL 319	4	CHEM 451b	3
	BIOL elective	3	PHYS 206b/211b & 212b	5
	CHEM 451a	3	Elective	4
	PHYS 206a	5	Elective	4
		14		16
4	BIOL 418a	3	BIOL 418b	3
	BIOL 492c	1	BIOL 492d	1
	BIOL 452	3	Elective	3
	IS	3	Elective	3
	Elective	3	Elective	3
	Elective	4	Elective	3
		17		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

iv. Department of Chemistry

Sample Program of Study

Major: BioChemistry (BS - ACS)

Minor: Undetermined

This major requires minimum of <u>27 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	CHEM 121b	4
	RA 101	3	CHEM 125b (lab)	1
	CHEM 121a (PS-Breadth)	4	MATH 150	5
	CHEM 125a (lab)	1	ENG 102	3
	BIOL 120 w/ lab (LS-Breadth)	4	QL 101	3
		15		16
2	CHEM 241a	3	CHEM 241b	3
	CHEM 331	3	PHYS 211a	4
	CHEM 335	1	PHYS 212a	1
	BIOL 121	4	BIOL 220	4
	MATH 152	5	CHEM 245	2
			SPC 101	3
		16		17
3	CHEM 361a	3	CHEM 361b	3
	CHEM 365a	2	CHEM 365b	1
	CHEM 451a	3	CHEM 451b	3
	BIOL 319	4	CHEM 455	2
	PHYS 211b	4	CHEM. 396	2
	PHYS 212b	1	HUM elective (Breadth; USC)	3
		17		14
4	CHEM 411	3	CHEM 431	3
	CHEM 415	2	CHEM 435	1
	CHEM 459	3	CHEM 499	0
	CHEM 496	2	IS	3
	CS/Stat requirement (ICS-Breadth)	3	SS elective (Breadth; GC)	3
	Elective	3	FPA elective (Breadth)	3
		16		13

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Chemistry (BS - ACS)

Minor: None
This major requires minimum of <u>30 General Education hours</u> (not counting hours already included in major/minor) and 124-125 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	CHEM 121b	4
	QL 101	3	CHEM 125b (lab)	1
	CHEM 121a (PS-Breadth)	4	MATH 150	5
	CHEM 125a (lab)	1	ENG 102	3
	FPA elective (Breadth)	3	RA 101	3
		14		16
2	CHEM 241a	3	CHEM 241b	3
	CHEM 331	3	PHYS 211b	4
	CHEM 335	1	PHYS 212b	1
	PHYS 211a	4	MATH 135	1
	PHYS 212a	1	CHEM 245	2
	MATH 152	5	SPC 101	3
		17		14
3	CHEM 361a	3	CHEM 361b	3
	CHEM 365a	2	CHEM 365b	1
	CHEM 451a	3	CHEM elective	2-3
	HUM elective (Breadth; GC)	3	CHEM elective	6
	CS 140 or 141 (ICS-Breadth)	4	SS elective (Breadth; USC)	3
		15		15-16
4	CHEM 411	3	CHEM 431	3
	CHEM 415	2	CHEM 435	1
	CHEM elective	2-3	CHEM 499	0
	CHEM elective	6	CHEM elective	6
	Elective	2-4	LS elective (Breadth)	3
			IS	3
		15 -17		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Chemistry - Basic (BS)

Minor: None
This major requires minimum of 30 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	ENG 101	3	CHEM 121b	4
	QL 101	3	CHEM 125b (lab)	1
	CHEM 121a (PS-Breadth)	4	MATH 150	5
	CHEM 125a (lab)	1	ENG 102	3
	NFS: FPA-Breadth	3	RA 101	3
		14		16
2	CHEM 241a	3	CHEM 241b	3
	CHEM 331	3	PHYS 211b	4
	CHEM 335	1	PHYS 212b	1
	MATH 152	5	MATH 135	1
	PHYS 211a	4	CHEM 245	2
	PHYS 212a	1	SPC 101	3
			CS 140 or 141 (ICS-Breadth)	3
		17		17
3	CHEM 361a	3	CHEM 361b	3
	CHEM 365a	2	CHEM 365b	1
	(CHEM) elective	3	CHEM elective	2-3
	HUM elective (Breadth; GC)	3	(CHEM) elective	6
	LS elective (Breadth)	3	Elective	3
		14		15-16
4	CHEM 411	3	CHEM elective	3
	CHEM elective	2	CHEM elective	1
	CHEM elective	3	CHEM 499	0
	(CHEM) elective	6	(CHEM) elective	3
	Elective	3-5	IS	3
			SS elective (Breadth; USC)	3
		15-17		13

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Chemistry – Basic (BA*)

Minor: Undetermined
This major requires minimum of <u>35 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	CHEM 121b	4
	RA 101	3	CHEM 125b	1
	CHEM 121a (PS-Breadth)	4	MATH 150	5
	CHEM 125a (lab)	1	ENG 102	3
	QL 101	3	Elective	3
	Elective	2		
		16		16
2	CHEM 241a	3	CHEM 241b	3
	MATH 152	5	PHYS 211b	4
	PHYS 211a	4	PHYS 212b	1
	PHYS 212a	1	CHEM 245	2
	LS elective (Breadth)	3	SPC 101	3
			Elective	2
		16		15
3	CHEM 331	3	CHEM elective	3
	CHEM 335	1	HUM elective (Breadth; USC)	3
	CHEM 361a	3	FPA elective (Breadth)	3
	CHEM 365a	2	Elective	3
	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
		14		16
4	CHEM 499	0	CHEM elective	3
	CHEM elective	3	SS elective (Breadth)	3
	IS	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	4
	Elective	3		
		15		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two courses in the same foreign language and a minimum of 8 courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the minor or electives were fine and performing arts or humanities.

Sample Program of Study

Major: BioChemistry (BA*)

Minor: Undetermined
This major requires minimum of 32 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	CHEM 121b	4
	QL 101	3	CHEM 125b	1
	CHEM 121a (PS-Breadth)	4	MATH 150	5
	CHEM 125a (lab)	1	ENG 102	3
	BIOL 120 (LS-Breadth)	4	RA 101	3
		15		16
2	CHEM 241a	3	CHEM 241b	3
	CHEM 331	3	PHYS 211b	4
	CHEM 335	1	PHYS 212b	1
	PHYS 211a	4	BIOL 121	4
	PHYS 212a	1	CHEM 245	2
	MATH 152	5	SPC 101	3
		17		17
3	CHEM 361a	3	CHEM 451b	3
	CHEM 365a	2	CHEM 455	2
	CHEM 451a	3	CHEM lab elective	2
	BIOL 220	4	FL 102 (GC)	4
	FL 101 (ICS-Breadth)	4	SS elective (Breadth; USC)	3
		16		14
4	CHEM elective	3	BIOL/CHEM elective	3
	CHEM 459	2	CHEM 499	0
	CHEM lab elective	3	IS	3
	BIOL 319	2	HUM elective (Breadth)	3
	CS/Stat requirement	3	Elective	3
			Elective	4
		13		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two courses in the same foreign language and a minimum of 8 courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the minor or electives were fine and performing arts or humanities.

Sample Program of Study

Major: Chemistry: Medical Science (BA*)

Minor: Undetermined
This major requires minimum of <u>35 General Education hours</u> (not counting hours already included in major/minor) and 124-125 total hours for graduation.

YEAR	FALL		SPRING	
1	ENG 101	3	CHEM 121b	4
	QL 101	3	CHEM 125b	1
	CHEM 121a (PS-Breadth)	4	MATH 150	5
	CHEM 125a (lab)	1	ENG 102	3
	NFS (FPA-Breadth)	3	RA 101	3
		14		16
2	CHEM 241a	3	CHEM 241b	3
	PHYS 211a	4	PHYS 211b	4
	PHYS 212a	1	PHYS 212b	1
	MATH 152	5	CHEM 245	2
	Elective	4	SPC 101	3
		17		13
3	CHEM 361a	3	CHEM elective	3
	CHEM 365a	2	BIOL elective (LS-Breadth)	3-4
	CHEM 331	3	FL 102 (GC)	4
	CHEM 335	1	SS elective (Breadth; USC)	3
	FL 101 (ICS-Breadth)	4	Elective	3
	Elective	3		
		16		16-17
4	CHEM 451a	3	CHEM 451b	3
	BIOL elective	3-4	CHEM 499	0
	Elective	3	CHEM elective	3
	Elective	3	IS	3
	Elective	3	HUM elective (Breadth)	3
			Elective	4
		15-16		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two courses in the same foreign language and a minimum of 8 courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the minor or electives were fine and performing arts or humanities.

Sample Program of Study

Major: Chemistry - Education Specialization (BS)

Minor: Undetermined

This major requires minimum of 27 General Education hours (not counting hours already included in major/minor) and 125 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	CHEM 121b	4
	QL 101	3	CHEM 125b (lab)	1
	CHEM 121a (PS-Breadth)	4	MATH 150	5
	CHEM 125a (lab)	1	ENG 102	3
	BIOL 120 (LS-Breadth)	4	RA 101	3
		15		16
2	CHEM 241a	3	CHEM 241b	3
	BIOL 121	4	PHYS 211b	4
	MATH 152	5	PHYS 212b	1
	PHYS 211a	4	CHEM 245	2
	PHYS 212a	1	SPC 101	3
			STAT 107 (ICS-Breadth)	3
			CI 200	2
		17		18
3	CHEM 361a	3	SCI 451	3
	CHEM 365a	2	CHEM elective	3
	CHEM 331	3	IS	3
	CHEM 335	1	HUM elective (Breadth; USC)	3
	CHEM 451a	3	SS elective (Breadth; GC)	3
	FPA elective (Breadth)	3		
		15		15
4	CHEM 494	3	CHEM 499	0
	CI 315a	2	CI 315b	2
	SPE 400	3	CI 352	10
	CI 440	3		
	EPFR 315	3		
	EPFR 320	2		
	EPFR 321	1		
		17		12

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

v. Department of English Language and Literature

Sample Program of Study

Major: English (BA)

Minor: Undetermined

This major requires minimum of <u>39 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	ENG 102	3
	RA 101	3	SPC 101	3
	SS elective (Breadth; USC)	3	Elective	3
	FPA elective (Breadth)	3	ENG 200	3
	QL 101	3		3
		15		15
2	ENG 208	3	ENG survey	3
	ENG survey	3	ENG elective	3
	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	LS elective (Breadth)	3	Elective	3
	Elective	3	Minor	3
		16		16
3	ENG elective	3	ENG literary theory	3
	ENG language systems	3	ENG elective (HUM-Breadth)	3
	Elective	3	Elective	4
	Minor	3	Minor	3
	IS	3	Minor	3
		15		16
4	ENG major authors	3	ENG 497a	3
	Elective	3	ENG Am. lit (400 level)	3
	Minor	3	Elective/Minor	3
	PS elective (Breadth) w/ lab	4	Elective	3
	Elective	3	Elective	3
		16		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

vi. Department of Foreign Languages and Literature

Sample Program of Study

Major: French (BA)

Minor: Undetermined

This major requires minimum of <u>32 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	FR 101 (ICS-Breadth)	4	FR 102 (GC)	4
	NFS: ENG 101	3	ENG 102	3
	RA 101	3	SPC 101	3
	FL 111a	3	Elective	3
	QL 101	3	Elective	3
		16		16
2	FR 201	4	FR 202 (HUM-Breadth)	4
	PS elective (Breadth)	3	Elective	3
	FPA elective (Breadth)	3	SS elective (Breadth) w/ lab	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		16		16
3	FR 301	4	FR 352	3
	FR 351	3	FR elective	3
	IS (USC)	3	LS elective (Breadth)	5
	Elective	3	Elective	4
	Elective	3		
		16		15
4	FR 400a	3	FR 400b	3
	FR elective	3	FR elective	2
	FR elective	2	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	1		
		15		14

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: German (BA)

Minor: Undetermined

This major requires minimum of <u>32 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	GER 101 (ICS-Breadth)	4	GER 102 (GC)	4
	NFS: ENG 101	3	ENG 102	3
	RA 101	3	SPC 101	3
	FL 111b	3	Elective	3
	QL 101	3	Elective	3
		16		16
2	GER 201 (HUM-Breadth)	4	GER 202	4
	PS elective (Breadth)	3	Elective	3
	FPA elective (Breadth)	3	SS elective (Breadth; USC)	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		16		16
3	GER 301	4	GER 352	3
	GER 351	3	GER elective	3
	IS	3	LS elective (Breadth) w/ lab	5
	Elective	3	Elective	4
	Elective	3		
		16		15
4	GER 400a	3	GER 400b	3
	GER elective	3	GER elective	2
	GER elective	2	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	1		
		15		14

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Spanish (BA)

Minor: Undetermined
This major requires minimum of <u>31 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	SPAN 101 (ICS-Breadth)	4	SPAN 102 (GC)	4
	NFS: ENG 101	3	ENG 102	3
	RA 101	3	SPC 101	3
	QL 101	3	Elective	3
	Elective	3	FPA elective (Breadth)	3
		16		16
2	SPAN 201	4	SPAN 202 (HUM-Breadth)	4
	PS elective (Breadth)	3	Elective	3
	Elective	3	SS elective (Breadth; USC)	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		16		16
3	SPAN 301	4	SPAN 302	4
	SPAN 311	3	SPAN elective	3
	IS	3	SPAN elective	3
	Elective	3	LS elective (Breadth) w/ lab	4
	Elective	3	Elective	1
		16		15
4	SPAN elective	3	SPAN 400	3
	SPAN elective	3	SPAN elective	2
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	2	Elective	3
		14		14

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Foreign Languages & Literature: Spanish (BA; Education Certification)

Minor: None
This major requires minimum of <u>34 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	SPAN 201*	4	SPAN 202 (HUM-Breadth; GC)	4
	NFS: ENG 101	3	ENG 102	3
	RA 101	3	SPC 101	3
	QL 101	3	FPA elective (Breadth)	3
	ICS elective (Breadth)	3	Elective	3
		16		16
2	SPAN 301	4	SPAN 302	4
	SPAN 311	4	Elective	3
	PS elective (Breadth)	3	CI 200	3
	LS elective (Breadth) w/ lab	4	SPAN 302	3
			SPAN elective	3
		15		16
3	SPAN 400	3	SPAN 308	4
	SPAN elective	3	SPAN elective	3
	SS elective (Breadth; USC)	3	Elective	3
	Elective	3	EPFR 315	3
	SPE 400	3	IS	3
		16		16
4	SPAN 400	3	CI 315b	2
	SPAN elective	3	CI 352	10
	CI 315a	2		
	CI 440	3		
	EPFR 320	3		
	FL 486	3		
		17		12

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*It is assumed students will placement test into SPAN 201 for this program.

vii. Department of Geography

<div align="center">

Sample Program of Study

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Major: Geography (BA*)

Minor: Undetermined
This major requires minimum of <u>36 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	NFS: ENG 101	3	GEOG 201	3
	RA 101	3	ENG 102	3
	QL 101	3	SPC 101	3
	ESCI 111 (LS-Breadth)	3	Elective	3
		16		16
2	GEOG 210	3	GEOG 205 (SS-Breadth)	3
	PS elective (Breadth) w/ lab	4	GEOG 321	3
	HUM elective (Breadth; USC)	3	Elective	4
	FPA elective (Breadth)	3	Minor or AOS	3
	Elective	3	Minor or AOS	3
		16		16
3	GEOG 320	3	GEOG human geography	3
	GEOG human geography	1	GEOG regional geography	3
	Minor or AOS	3	Minor or AOS	3
	Elective	3	Minor or AOS	3
	Elective	3	Elective	3
		16		15
4	GEOG physical geography	3	GEOG 499	3
	GEOG physical geography	3	GEOG techniques	3
	IS	3	Elective	3
	Minor or AOS	3	Elective	3
	Elective	3	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two courses in the same foreign language and a minimum of 8 courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the minor or electives were fine and performing arts or humanities.

Sample Program of Study

Major: Geography (BS)
Minor: Undetermined
This major requires minimum of <u>28 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	MATH 120/125/130/150	3
	QL 101	3	GEOG 201 (GC)	3
	RA 101	3	ENG 102	3
	ESCI 111 (PS-Breadth)	3	SPC 101	3
	Elective	3	STAT 107/CMIS 108 (ICS-Breadth)	3
		15		15
2	GEOG 210	3	GEOG 205 (SS-Breadth)	3
	HUM elective (Breadth; USC)	3	GEOG 321	3
	FPA elective (Breadth)	3	Elective	3
	Elective	3	Minor or AOS	3
	Elective	4	Minor or AOS	3
		16		15
3	GEOG 320	3	GEOG human geography	3
	GEOG human geography	3	GEOG regional geography	3
	Minor or AOS	3	Minor or AOS	3
	LS elective (Breadth) w/ lab	4	Minor or AOS	3
	Elective	3	Elective	4
		16		16
4	GEOG physical geography	3	GEOG 499	3
	GEOG physical geography	3	GEOG techniques	3
	IS	3	Elective	4
	Minor or AOS	3	Elective	3
	Elective	3	Elective	3
		15		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Geography Education (BS)

Minor: None
This major requires minimum of <u>25 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	MATH 120/125/130/150*	3
	RA 101	3	ENG 102	3
	FPA elective (Breadth)	3	ANTH 111 (GC)	3
	ESCI 111 (PS-Breadth)	3	SOC 111 (SS-Breadth)	3
	ICS elective (Breadth)	3	ECON 111	3
		15		15
2	GEOG 201	3	GEOG 320	3
	GEOG 205	3	GEOG 321	3
	GEOG 210	3	HIST 112b	3
	SPC 101	5	POLS 112	3
	HIST 112a (HUM-Breadth)	3	LS elective (Breadth) w/ lab	4
		17		16
3	GEOG 301	3	GEOG techniques	3
	CI 200	2	EPFR 315	3
	ECON 112	3	HIST 219	3
	HIST 323/GEOG 440	3	SPE 400	3
	GEOG human geography	3	GEOG regional requirement	3
	POLS elective	3		
		17		15
4	CI 315a	2	GEOG 499	3
	CI 440	3	CI 315b	2
	EFPR 320	3	CI 352	10
	IS (USC)	3		
	GEOG physical requirement	3		
		14		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
* Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.

viii. Department of Historical Studies

Sample Program of Study

Major: History (BA)

Minor: Undetermined
This major requires minimum of <u>38 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	QL 101	3	HIST survey	3
	RA 101	3	ENG 102	3
	HIST survey (SS-Breadth)	3	QL 101	3
	NFS: ENG 101	3	SPC 101	3
		16		16
2	HIST survey	3	HIST survey	3
	PS elective (Breadth)	3	LS elective (Breadth) w/ lab	3
	FL 201	3	FPA elective (Breadth)	3
	Elective	4	Minor	3
	Elective	3	FL 202	4
		16		16
3	HIST 301	3	HIST 300/400 level	3
	HIST 300/400 level (HUM Breadth)	3	HIST 300/400 level	3
	FL/other elective	4	FL/other elective	4
	Minor	3	IS (USC)	3
	Minor	3	Minor	3
		16		16
4	HIST 300/400 level	3	HIST 300/400 level	3
	HIST 401	3	HIST 300/400 level	3
	FL/other elective	4	FL/other elective	4
	Minor	3	Minor	3
	Elective	2		
		15		13

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: History (BS*)

Minor: Undetermined
This major requires minimum of <u>37 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	QL 101	3	HIST survey	3
	ENG 101	3	ENG 102	3
	RA 101	3	USC elective	3
	HIST survey (SS-Breadth)	3	FPA elective (Breadth)	3
	NFS: SPC 103 (ICS-Breadth)	3	Elective	3
		15		15
2	HIST survey	3	HIST survey	3
	PS elective (Breadth) w/ lab	5	LS elective w/ lab (Breadth)	5
	SPC 101	3	Elective	3
	Minor	3	Minor	3
	Elective	3	Elective	3
		17		17
3	HIST 301	3	HIST 300/400 level	3
	HIST 300/400 level (HUM-Breadth)	3	HIST 300/400 level	3
	Minor	3	IS (GC)	3
	Minor	3	Minor	3
	Elective	3	Elective	3
		15		15
4	HIST 300/400 level	3	HIST 401	3
	HIST 300/400 level	3	HIST 300/400 level	3
	Minor	3	Minor	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		15		13

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two laboratory courses and a minimum of 8 courses designated as sciences to earn a BS; this sample program would require that five courses of the major, minor, or electives were sciences.

Sample Program of Study

Major: History (BS; Secondary Education Certification)

Minor: None
This major requires minimum of <u>27 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	HIST 112b	3
	QL 101	3	ENG 102	3
	CMIS 108 (ICS-Breadth)	3	RA 101	3
	HIST 112a (GC)	3	SPC 101	3
	SOC 111 (SS-Breadth)	3	LS elective (Breadth) w/ lab	3
		15		15
2	HIST survey	3	HIST survey	3
	GEOG 205	3	ANTH 111	3
	POLS 111	3	CI 200	2
	PS elective (Breadth) w/ lab	3	ECON 111	3
	FPA elective	4	GEOG 210	3
		16		14
3	HIST 201	3	HIST 300/400 level	3
	HIST 323	3	HIST 300/400 level	3
	HIST 300/400 level (HUM-Breadth)	3	HIST 300/400 level	3
	ECON 112	3	POLS elective	3
	GEOG 201	3	IS (USC)	3
	POLS 112	3	SPE 400	
		18		18
4	HIST 401	3	CI 315b	2
	HIST 300/400 level	3	CI 352	10
	CI 315a	2		
	CI 440	3		
	EFPR 320	3		
	EPFR 320	3		
		17		12

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

ix. Department of Mass Communications

Sample Program of Study

Major: Mass Communications (BA*)

Minor: Undetermined
This major requires minimum of <u>34 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	MC 201 (ICS-Breadth)	3	MC 102	3
	ENG 101	3	SPC 101	3
	NFS: RA 101	3	ENG 102	3
	FL 101	4	QL 101	3
	Elective	3	FL 102 (GC)	4
		16		16
2	MC 203	3	MC 204	3
	Science (SS-Breadth) w/ lab	3	PS elective (Breadth)	3
	FPA elective (Breadth)	3	LS elective (Breadth)	3
	Minor	3	Minor	3
	Elective	5	Minor	3
		17		15
3	MC professional option	3	IS (USC)	3
	MC professional option	3	MC professional option	3
	Elective	3	MC professional option	3
	Minor	3	Minor	3
	Elective	3	Elective	3
		15		15
4	MC 401	3	MC 403	3
	MC elective	3	MC 481	3
	PHIL 481 (HUM-Breadth)	3	MC elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two courses in the same foreign language and a minimum of eight courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the minor or electives were fine and performing arts or humanities.

Sample Program of Study

Major: Mass Communications (BS)*

Minor: Undetermined
This major requires minimum of <u>37 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	MC 201 (ICS Breadth)	3	MC 102	3
	ENG 101	3	SPC 101	3
	RA 101	3	ENG 102	3
	NFS (USC)	3	QL 101	3
	LS elective (Breadth)	3	FPA elective (Breadth)	4
		15		15
2	MC 203	3	MC 204	3
	Science (SS Breadth) w/ lab	5	MC professional option	3
	Elective	3	Science (PS Breadth) w/ lab	5
	Minor	3	Minor	3
	Minor	3	Elective	3
		17		17
3	MC professional option	3	IS (GC)	3
	Minor	3	MC professional option	3
	Minor	3	MC professional option	3
	Elective	3	Minor	3
	Elective	3	Elective	3
		15		15
4	MC 401	3	MC 403	3
	PHIL 481 (HUM-Breadth)	3	MC 481	3
	Minor/Elective	3	MC elective	3
	Elective	3	MC elective	3
	Elective	3	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two laboratory courses and a minimum of eight courses designated as sciences to earn a BS; this sample program would require that five courses of the major, minor, or electives were sciences.

x. Department of Mathematics and Statistics

Sample Program of Study

Major: Mathematics (applied math option; BS)

Minor: Physics
This major requires minimum of <u>27 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	RA 101	3	MATH 152	5
	QL 101	3	CS 140 (ICS-Breadth)	3
	MATH 150	5	ENG 102	3
	HIST 130 (HUM-Breadth; USC)	3	Elective	3
	NFS: ENG 101	3	Elective	3
		17		17
2	Elective	3	SPC 101	3
	MATH 250	4	PHYS 211b	4
	PHYS 211a (PS-Breadth)	4	PHYS 212b (lab)	1
	PHYS 212a (lab)	1	MATH 305	3
	MATH 223	3	MATH 350	3
		15		14
3	MATH 451	3	IS 300	3
	MATH 321	3	MATH 421	3
	MATH 465	3	MATH 450	3
	PHYS 302	3	Elective	4
	Elective	3	FPA elective (Breadth)	3
		15		16
4	MATH 464	3	HIST 321 (SS-Breadth, GC)	3
	MATH 498	2	MATH 437	3
	PHYS 303	3	MATH 466	3
	Elective	3	MATH 499	2
	BIOL elective (LS-Breadth)	3	PHYS 312	3
	Elective	2		
		16		14

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Mathematics - pure math option (BS)

Minor: None
This major requires minimum of 27 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	RA 101	3	MATH 152	5
	NFS: ENG 101	3	CS 140 (ICS-Breadth)	3
	MATH 150	5	Elective	3
	Elective	3	ENG 102	3
	QL 101	3	Elective	3
		17		17
2	Elective	4	SPC 101	3
	MATH 250	4	PHYS 211b	4
	PHYS 211a (PS-Breadth)	4	PHYS 212b (lab)	1
	PHYS 212a (lab)	1	MATH 320	3
	MATH 223	3	MATH 350	3
		16		14
3	MATH 300	3	IS	3
	MATH 321	3	MATH 400	3
	Elective	3	MATH 450	3
	MATH 420	3	Elective	3
	PHYS 300-level	3	FPA elective (Breadth)	3
		15		15
4	MATH 435	3	HIST elective	3
	MATH 498	2	BIOL elective (LS-Breadth)	3
	MATH 451	3	CS 300-level	3
	Elective	2	MATH 499	2
	HUM elective (Breadth; GC)	3	MATH 421	3
	SS elective (Breadth; USC)	3		
		16		14

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

xi. Department of Music

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Sample Program of Study

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Major: Music: Instrumental Performance (BM)

Minor: None
This major requires minimum of <u>30 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	MUS 121a	1	MUS major ensemble	1
	MUS 125a (FPA-Breadth)	4	MUS 121b	1
	MUS 140	4	MUS 125b	4
	MUS major ensemble	1	MUS 140	4
	NFS: ENG 101	3	ENG 102	3
	QL 101	3	RA 101	3
	MUS 100		MUS 100	
		16		16
2	MUS 221a	1	SPC 101	3
	MUS 225a	4	MUS 221b	1
	MUS 240	4	MUS 225b	4
	MUS major ensemble	1	MUS 240	4
	FL 101 (ICS-Breadth)	4	MUS major ensemble	1
	MUS 100		FL 102 (GC)	4
			MUS 100	
		14		17
3	MUS 309a	3	MUS 340	4
	MUS 318a	2	MUST 357b	3
	MUS 340	4	MUS major ensemble	1
	MUS 357a	3	HUM elective (Breadth; USC)	3
	MUS major ensemble	1	LS elective (Breadth)	3
	SS elective (Breadth) w/ lab	3	MUS 100	
	MUS 100			
		16		15
4	MUS 326a	3	MUS 440	4
	MUS 411	3	MUS major ensemble	1
	MUS 440	4	IS	3
	MUS 442a	3	PS elective (Breadth)	3
	MUS major ensemble	1	Elective	5
	MUS 100		MUS 100	
		14		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Music (BA)

Minor: None
This major requires minimum of <u>30 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	MUS 121a	1	MUS 121b	1
	MUS 125a (FPA-Breadth)	4	MUS 125b	4
	MUS 139a/elective	2	MUS 139b/elective	2
	MUS 140	2	MUS 140	2
	MUS major ensemble	1	MUS major ensemble	1
	NFS: ENG 101	3	ENG 102	3
	QL 101	3	RA 101	3
	MUS 100		MUS 100	
		16		16
2	SS elective (Breadth; USC)	3	MUS 221b	1
	MUS 221a	1	MUS 225b	4
	MUS 225a	4	MUS 240	2
	MUS 240	2	MUS major ensemble	1
	MUS major ensemble	1	HUM elective (Breadth)	3
	SPC 101	3	Elective	3
	Minor	3	Elective	2
	MUS 100		MUS 100	
		17		16
3	MUS 357A	3	MUST 357b	3
	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	LS elective (Breadth)	3	MUS major ensemble	3
	MUS literature elective	2	MUS literature elective	2
	Minor	3	Minor	3
	MUS 100		MUS 100	
		15		15
4	IS	3	Minor	3
	PS elective (Breadth) w/ lab	3	Minor	3
	Elective	5	MUS elective	3
	Minor	3	Elective	3
	MUS 100		Elective	3
			MUS 100	
		14		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Music Education; Voice (BM)   Minor: None

This major requires minimum of <u>32 General Education hours</u> (not counting hours already included in major/minor) and 130 total hours for graduation.

YEAR	FALL		SPRING	
1	MUS 121a	1	MUS major ensemble	1
	MUS 125a (FPA-Breadth)	4	MUS 121b	1
	MUS 139a	2	MUS 125b	4
	MUS 140	2	MUS 139b	2
	MUS major ensemble	1	MUS 140	2
	NFS: ENG 101	3	ENG 102	3
	RA 101	3	QL 101	3
	PSYC 111 (SS-Breadth)	3	MUS 100	3
	MUS 100			
		19		16
2	SPC 101	3	PS elective (Breadth) w/ lab	3
	MUS 112a	1	MUS 112b	1
	MUS 113	1	MUS 114	1
	MUS 116a	1	MUS 116b	1
	MUS 221a	1	MUS 221b	1
	MUS 225a	4	MUS 225b	4
	MUS 240	2	MUS 240	1
	MUS major ensemble	1	MUS major ensemble	1
	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	MUS 100		HUM elective (Breadth; USC)	3
			MUS 100	
		17		17
3	MUS 301a	2	MUS 301b	2
	MUS 309a	3	MUS 318b	2
	MUS 318a	2	MUS 340	2
	MUS 340	2	MUST 357b	3
	MUS 357a	3	MUS major ensemble	1
	MUS major ensemble	1	EPFR 315	3
	CI 200	2	EPFR 320	3
	LS elective (Breadth)	3	MUS 100	
	MUS 100			
		16		16
4	MUS 301c	2	CI 352	6
	MUS 326a	3	CI 451c	6
	MUS 411	3		
	MUS 440	2		
	MUS major ensemble	1		
	CI 440	3		
	IS	3		
	MUS 100			
		17		12

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

xii. Department of Philosophy

<div align="center">

Sample Program of Study

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Major: Philosophy (BA)

Minor: Undetermined
This major requires minimum of <u>44 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	ENG 101	3	SPC 101	3
	RA 101	3	ENG 102	3
	QL 101	3	SS elective (Breadth) w/ lab	3
	NFS (USC)	3	FPA elective (Breadth)	3
		16		16
2	PHIL 106 (HUM-Breadth)	3	PHIL 233	3
	PHIL 300	3	PHIL 302	3
	PS elective (Breadth)	3	Minor	3
	Elective	3	Elective	5
	Minor	3	Elective	3
		15		17
3	PHIL 310/PHIL 330	3	PHIL 320	3
	PHIL elective	3	PHIL elective	3
	Minor	3	PHIL elective	3
	Minor	3	LS elective (Breadth)	3
	IS	3	Elective	3
		15		15
4	PHIL 490	3	PHIL elective	3
	PHIL elective	3	Elective	3
	Elective	3	Elective	3
	Minor	3	Elective	3
	Minor	3	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Philosophy (BS*)

Minor: Undetermined
This major requires minimum of <u>37 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	ENG 101	3	CMIS 108 (ICS-Breadth)	3
	RA 101	3	SPC 101	3
	QL 101	3	ENG 102	3
	NFS (USC)	3	FPA elective (Breadth)	3
	Elective	3	Elective	3
		15		15
2	PHIL 106 (HUM-Breadth)	3	PHIL 233 (GC)	3
	PHIL 300	3	PHIL 302	3
	SS elective (Breadth) w/ lab	3	Minor	3
	PS elective (Breadth) w/ lab	4	Elective	3
	Minor	3	Elective	3
		16		15
3	PHIL 310/PHIL 330	3	PHIL 320	3
	PHIL elective	3	PHIL elective	3
	Minor	3	PHIL elective	3
	Minor	3	LS elective (Breadth)	3
	IS	3	Elective	3
		15		15
4	PHIL 490	3	PHIL elective	3
	PHIL elective	3	Elective	3
	Elective	3	Elective	3
	Minor	3	Elective	3
	Minor	4	Elective	4
		16		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two laboratory courses and a minimum of 8 courses designated as sciences to earn a BS; this sample program would require four courses of the minor or electives were sciences.

xiii. Department of Physics

Sample Program of Study

Major: Physics (BA*)

Minor: None

This major requires minimum of <u>29 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	RA 101	3	PHYS 112a	4
	MATH 150**	5	PHYS 112b	1
	CHEM 121a (PS-Breadth)	4	CHEM 121b	4
	CHEM 125a (lab)	1	CHEM 125b	1
	NFS: ENG 101	3	MATH 152	5
			ENG 102	3
		16		18
2	MATH 250	4	MATH 305	3
	PHYS 211b	4	PHYS 301	3
	PHYS 212b (lab)	1	PHYS 302	4
	CS 140	3	HUM elective (Breadth)	3
	SPC 101	3		3
		15		16
3	PHYS 303	3	PHYS 308	4
	PHYS 318	3	PHYS 312	3
	FPA elective (Breadth)	3	IS 364	3
	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	Elective	3	Elective	1
		16		15
4	PHYS 405a	3	PHYS 405b	3
	PHYS 416	4	PHYS 497/498	3
	PHYS elective	3	SS elective (Breadth; USC)	3
	Elective	4	Elective	3
			Elective	2
		14		14

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

*Students need to take two courses in the same foreign language and a minimum of eight courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the minor or electives were fine and performing arts or humanities.

** Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.

Sample Program of Study

Major: Physics (BS)

Minor: Undetermined

This major requires minimum of 21 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	PHYS 112a	4
	MATH 150*	5	PHYS 112b	1
	CHEM 121a (PS-Breadth)	4	CHEM 121b	4
	CHEM 125a (lab)	1	CHEM 125b	1
	RA 101	3	MATH 152	5
			ENG 102	3
		16		18
2	MATH 250	4	MATH 305	3
	PHYS 211b	4	PHYS 301	3
	PHYS 212b	1	PHYS 302	4
	CS 140 (ICS-Breadth)	3	SPC 101	3
	SS elective (Breadth; USC)	3	HUM elective (Breadth; GC)	3
		15		16
3	PHYS 303	3	PHYS 308	4
	PHYS 318	3	PHYS 312	3
	FPA elective (Breadth)	3	IS 364	3
	Elective	3	Elective	3
	Elective	3		
		14		15
4	PHYS 405a	3	PHYS 405b	3
	PHYS 416	4	PHYS 497/498	3
	PHYS elective	3	Elective	3
	Elective	3	Elective	3
	Elective	2	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

* Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.

xiv. Department of Political Science

Sample Program of Study

Major: Political Science (BA*)

Minor: Undetermined
This major requires minimum of <u>39 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	ENG 101	3	POLS 111 (SS-Breadth; USC)	3
	RA 101	3	ENG 102	3
	QL 101	3	SPC 101	3
	NFS (HUM-Breadth)	3	FPA elective (Breadth)	3
		16		16
2	POLS 112	3	POLS subfield 1	3
	PS elective (Breadth) w/ lab	4	LS elective (Breadth)	3
	Minor	3	Minor	3
	Elective	4	Elective	3
	Elective	3	Elective	3
		17		15
3	POLS subfield 2	3	POLS subfield 3	3
	POLS elective	3	POLS elective	3
	Minor	3	Minor	3
	Minor	3	Minor	3
	Elective	3	Elective	3
		15		15
4	POLS subfield 4	3	POLS elective	3
	POLS elective	3	Elective	3
	POLS elective	3	Elective	3
	IS	3	Elective	3
	Minor/Elective	3	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two courses in the same foreign language and a minimum of 8 courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the minor or electives were fine and performing arts or humanities.

Sample Program of Study

Major: Political Science (BS)
Minor: Undetermined
This major requires minimum of <u>37 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	ENG 101	3	POLS 111 (SS-Breadth; GC)	3
	RA 101	3	ENG 102	3
	QL 101	3	SPC 101	3
	FPA elective (Breadth)	3	PS elective (Breadth) w/ lab	5
	NFS (ICS Breadth)	3	HUM elective (Breadth; USC)	3
		15		**17**
2	POLS 112	3	POLS subfield 1	3
	LS elective (Breadth) w/ lab	5	Minor	3
	Minor	3	Elective	3
	Elective	3	Elective	3
		3	Elective	3
		17		**15**
3	POLS subfield 2	3	POLS subfield 3	3
	POLS elective	3	POLS elective	3
	Minor	3	Minor	3
	Minor	3	Minor	3
	Elective	3	Elective	3
		15		**15**
4	POLS subfield 4	3	POLS elective	3
	POLS elective	3	Elective	3
	POLS elective	3	Elective	3
	IS	3	Elective	3
	Minor/Elective	3	Elective	3
		15		**15**

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

xv. Department of Social Work

Sample Program of Study

Major: Social Work (BA*)

Minor: None
This major requires minimum of <u>32 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	ENG 101	3	ENG 102	3
	QL 101	3	RA 101	3
	NFS: SPC 103 (USC)	3	ECON 111	3
	BIOL 111 (LS-Breadth)	3	POLS 112	3
	PSYC 111 (SS-Breadth)	3	ANTH 111 (GC)	3
		15		15
2	ENG 201	3	SOCW 200	3
	HIST 201	3	SOCW 211	3
	PSYC 206	3	PS elective (Breadth) w/ lab	4
	SPC 101	3	PHIL course (HUM-Breadth)	3
	STAT 107	3	Elective	3
		15		16
3	SOCW 201	3	SOCW 303	3
	SOCW 202	1	SOCW 316	3
	SOCW 301	3	SOCW 390	3
	SOCW 302	3	IS	3
	SICW 315	3	FL 102	4
	FL 101 (ICS-Breadth)	4		
		17		16
4	SOCW 300	4	SOCW 401	3
	SOCW 400	3	SOCW 483	4
	SOCW 482	4	SOCW elective	3
	SOCW elective	3	SOC elective	3
			FPA elective (Breadth)	3
		14		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two courses in the same foreign language and a minimum of 8 courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that two additional courses were fine and performing arts or humanities.

Sample Program of Study

Major: Social Work (BS)
Minor: None
This major requires minimum of 26 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	ENG 102	3
	QL 101	3	RA 101	3
	SPC 103 (USC)	3	ECON 111	3
	BIOL 111 (LS-Breadth)	3	POLS 112	3
	PSYC 111 (SS-Breadth)	3	ANTH 111 (GC)	3
		15		15
2	ENG 201	3	SOCW 200	3
	HIST 201	3	SOCW 211	3
	PSYC 206	3	PS elective (Breadth) w/ lab	4
	SPC 101	3	PHIL elective (HUM-Breadth)	3
	STAT 107 (ICS-Breadth)	3	FPA elective (Breadth)	3
		15		16
3	SOCW 201	3	SOCW 303	3
	SOCW 202	1	SOCW 316	3
	SOCW 301	3	SOCW 390	3
	SOCW 302	3	IS	3
	SICW 315	3	Elective	3
	Science w/ lab	4		
		17		15
4	SOCW 300	4	SOCW 401	3
	SOCW 400	3	SOCW 483	4
	SOCW 482	4	SOCW elective	3
	SOCW elective	3	SOC elective	3
			Elective	4
		14		17

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

xvi. Department of Sociology and Criminal Justice

Sample Program of Study

Major: Criminal Justice (BA)*

Minor: Undetermined
This major requires minimum of <u>36 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	CMIS 108	3	ANTH 111 (GC)	3
	NFS: ENG 101	3	RA 101	3
	FL 101 (ICS-Breadth)	4	ENG 102	3
	SOC 111 (SS-Breadth)	3	QL 101	3
	SPC 103	3	FL 102	4
		16		16
2	CJ/SOC 201	3	CJ 202	3
	SPC 101	3	CJ 208	3
	FPA elective (Breadth)	3	CJ/SOC 272	3
	POLS 112	3	LS elective (Breadth)	3
	PS elective (Breadth) w/ lab	5	HUM elective (Breadth)	3
		17		15
3	CJ 302	3	CJ 303/SOC 303	3
	CJ 366 (USC)	3	CJ elective	3
	CJ elective (200 level)	3	CJ elective	3
	Elective (Art/Humanity)	3	IS	3
	Elective (Art/Humanity)	3	Elective (Art/Humanity)	3
			Elective	2
		15		17
4	CJ elective	3	CJ 488	3
	CJ elective	3	Elective	3
	Elective (Art/Humanity)	3	Elective	3
	Elective	3	Elective	3
	Elective	3		
		15		12

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two courses in the same foreign language and a minimum of 8 courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the minor or electives were fine and performing arts or humanities.

Sample Program of Study

Major: Criminal Justice (BS)

Minor: Undetermined
This major requires minimum of <u>32 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	CMIS 108 (ICS-Breadth)	3	ENG 102	3
	NFS: ENG 101	3	QL 101	3
	SOC 111 (SS-Breadth)	3	HUM elective (Breadth)	3
	ANTH 111 (GC)	3	FPA elective (Breadth)	3
	RA 101	3	Elective	3
		15		15
2	CJ/SOC 201	3	CJ 202	3
	SPC 101	3	CJ 208	3
	POLS 112	3	CJ/SOC 272	3
	PS elective (Breadth) w/ lab	4	LS elective (Breadth) w/ lab	4
	Elective	3	Elective	3
		16		16
3	CJ 302	3	CJ 303/SOC 303	3
	CJ 366 (USC)	3	CJ elective	3
	CJ elective	3	CJ elective	3
	Elective	3	IS	3
	Elective	3	Elective	3
		15		15
4	CJ elective	3	CJ 488	3
	CJ elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	4	Elective	4
		16		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Sociology (BA)*

Minor: Undetermined

This major requires minimum of 39 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	RA 101	3	ENG 102	3
	SOC 111 (SS-Breadth)	3	QL 101	3
	ANTH 111	3	FPA elective (Breadth)	3
	NFS: ENG 101	3	CMIS 108	3
		16		16
2	SOC elective	3	SOC elective	3
	PS elective (Breadth) w/ lab	4	LS elective (Breadth; H)	3
	SPC 101	3	Elective	3
	HUM elective (Breadth)	3	Elective	4
	Elective	3	Elective	3
		16		16
3	SOC elective	3	SOC 301	3
	SOC elective/304 (USC)	3	SOC elective	3
	Elective	3	SOC elective	3
	Elective	3	Elective	3
	IS	3	Elective	3
		15		15
4	SOC 302	3	SOC 495	3
	SOC 303	3	Elective	3
	SOC elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

***Students need to take two courses in the same foreign language and a minimum of eight courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the minor or electives were fine and performing arts or humanities.**

Sample Program of Study

Major: Sociology (BS)

Minor: Undetermined
This major requires minimum of <u>31 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	PS elective (Breadth) w/ lab	4	RA 101	3
	NFS: ENG 101	3	ENG 102	3
	SOC 111 (SS-Breadth)	3	QL 101	3
	ANTH 111 (GC)	3	FPA elective (Breadth)	3
	CMIS 108 (ICS-Breadth)	3	Elective	3
		16		15
2	SOC elective	3	SOC elective	3
	SPC 101	3	LS elective (Breadth; H)	3
	HUM elective (Breadth)	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		15		15
3	SOC elective	3	SOC 301	3
	SOC elective/304 (USC)	3	SOC elective	3
	Science elective w/ lab	4	SOC elective	3
	Elective	3	Elective	3
	IS	3	Elective	3
		16		15
4	SOC 302	3	SOC 495	3
	SOC 303	3	Elective	3
	SOC elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	5
		15		17

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Sociology: Employment Relations (BS)

Minor: Undetermined
This major requires minimum of 32 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	ENG 102	3
	RA 101	3	FPA elective (Breadth)	3
	QL 101	3	HUM elective (Breadth)	3
	SOC 111 (SS-Breadth)	3	Elective	3
	SOC elective	3	Elective	3
		15		15
2	SOC elective	3	SOC 304/308 (USC)	3
	SPC 101	3	SOC elective	3
	PS elective w/ lab (Breadth)	4	CMIS 108 (ICS Breadth)	3
	Elective	3	LS elective (Breadth) w/ lab	4
	Elective	3	Elective	3
		16		16
3	SOC 301	3	SOC 302	3
	IS (GC)	3	SOC elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	4
		15		16
4	SOC 303	3	SOC 431	3
	SOC 338	3	SOC 433	3
	SOC elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	4
		15		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

xvii. Department of Speech Communication

Sample Program of Study

Major: Speech Communication (BA*)

Minor: Undetermined

This major requires minimum of <u>41 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	ENG 101	3	ENG 102	3
	RA 101	3	QL 101	3
	SS elective (Breadth) w/ lab	3	SPC 101	3
	NFS: SPC 103 (USC)	3	HUM elective (Breadth)	3
		16		16
2	SPC 200	3	SPC 330	3
	SPC track requirement	3	SPC track requirement	3
	LS elective (Breadth; H)	3	PS elective (Breadth)	3
	FPA elective (Breadth)	3	Elective	5
	Elective	3		
		15		17
3	SPC 329	3	SPC track requirement	3
	SPC track requirement	1	SPC track requirement	3
	SPC track requirement	3	SPC track requirement	3
	Minor	3	Minor	3
	IS	3	Minor	3
		15		15
4	SPC track requirement	3	SPC 409/415	1
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Minor	3	Minor	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

*Students need to take two courses in the same foreign language and a minimum of 8 courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the major, minor, or electives were fine and performing arts or humanities.

Sample Program of Study

Major: Speech Communication (BS)*

Minor: Undetermined
This major requires minimum of <u>42 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	ENG 101	3	SPC 101	3
	RA 101	3	ENG 102	3
	QL 101	3	SS elective (Breadth) w/ lab	3
	FPA elective (Breadth)	3	HUM elective (Breadth)	3
	NFS: SPC 103 (USC)	3	PS elective (Breadth)	3
		15		15
2	SPC 200	3	SPC 330	3
	SPC track requirement	3	SPC track requirement	3
	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	Minor	3	Minor	3
	Elective	3	Elective	3
		16		16
3	SPC 329	3	SPC track requirement	3
	SPC track requirement	3	SPC track requirement	3
	SPC track requirement	3	SPC track requirement	3
	LS elective (H) w/ lab	4	Minor	3
	IS (H)	3	Minor	4
		16		16
4	SPC track requirement	3	SPC 409/415	3
	Elective	3	Elective/Minor	3
	Elective	3	Elective	3
	Minor	3	Elective	4
	Minor	3		
		15		13

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two laboratory courses and a minimum of 8 courses designated as sciences to earn a BS; this sample program would require four courses of the minor or electives were sciences.

xviii. Department of Theater and Dance

Sample Program of Study

Major: Theater and Dance: Dance Emphasis (BA)

Minor: Undetermined
This major requires minimum of <u>35 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	DANC 114 (H)	3	ENG 102	3
	QL 101	3	SPC 101	3
	RA 101	3	THEA 114a or 114b	3
	THEA 112a (FPA-Breadth)	3	THEA 150, 160, 170 (select one)	3
	NFS: ENG 101	3	Elective	3
		15		15
2	DANC 210, 211, or 430 (select one)	2	THEA 199	0
	THEA 199	0	THEA 220	3
	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
	HUM elective (Breadth; USC)	3	LS elective (Breadth)	3
	SS elective (Breadth) w/ lab	3	Elective	3
	Elective	3	Elective	3
		15		16
3	DANC 220	3	DANC 310b	2
	DANC 230	2	DANC 311b	2
	DANC 310a	2	THEA 199	0
	DANC 311a	2	IS	3
	PS elective (Breadth)	3	Elective	3
	Elective	3	Elective	3
			Elective	3
		15		16
4	DANC 410a, 410b, 411a, or 411b (select 1)	2	DANC 420b	2
	DANC 420a	2	DANC 499	3
	DANC 433	2	Elective	3
	THEA 199	0	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
	Elective	3		
		15		17

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Theater and Dance: Performance (BA)

Minor: Undetermined
This major requires minimum of <u>38 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	DANC 114 (H)	3	ENG 102	3
	NFS: ENG 101	3	QL 101	3
	RA 101	3	THEA 112b	3
	THEA 112a (FPA-Breadth)	3	THEA 114b	3
	THEA 114a	3	THEA 150, 160, 170 (select one)	3
		15		**15**
2	THEA 199	0	THEA 199	0
	THEA 201a	3	THEA 220	3
	THEA 215a	3	THEA 201b	3
	HUM elective (Breadth)	3	THEA elective	3
	SS elective (Breadth) w/ lab	3	Elective	3
	SPC 101	3	Elective	3
		15		**15**
3	THEA 310b	3	THEA 199	0
	THEA 312	3	THEA 310a	3
	THEA approved elective	3	THEA elective	3
	LS elective (Breadth)	3	IS (USC)	3
	FL 101 (ICS-Breadth)	4	PS elective (Breadth)	3
			FL 102 (GC)	4
		16		**16**
4	THEA 199	0	THEA 499a	2
	THEA 410	3	Approved Elective	3
	THEA Elective, as needed	3	Elective	3
	Elective	3	Elective	4
	Elective	3	Elective	4
	Elective	4		
		16		**16**

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Theater and Dance: Performance (BS*)

Minor: Undetermined
This major requires minimum of 35 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation (includes 30 hours of free electives).

YEAR	FALL		SPRING	
1	DANC 114 (H)	3	ENG 102	3
	NFS: ENG 101	3	QL 101	3
	RA 101	3	THEA 112b	3
	THEA 112a (FPA-Breadth)	3	THEA 114b	3
	THEA 114a	3	THEA 150, 160, 170 (select one)	3
		15		15
2	THEA 199	0	THEA 199	0
	THEA 201a	3	THEA 220	3
	THEA 215a	3	THEA 201b	3
	HUM elective (Breadth; USC)	3	THEA elective	3
	SS elective (Breadth) w/ lab	3	Elective	3
	SPC 101	3	Elective	3
		15		15
3	THEA 310b (GC)	3	THEA 199	0
	THEA 312	3	THEA 310a	3
	THEA approved elective	3	THEA elective	3
	LS elective (Breadth) w/ lab	4	Elective	3
	ICS elective (Breadth)	3	IS	3
			PS elective (Breadth)	4
		16		16
4	THEA 199	0	THEA 499a	2
	THEA 410	3	Approved Elective	3
	THEA Elective, as needed	3	Elective	3
	Elective	3	Elective	4
	Elective	3	Elective	4
	Elective	4		
		16		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two laboratory courses and a minimum of 8 courses designated as sciences to earn a BS; this sample program would require four courses of the minor or electives were sciences.

B. School of Business

i. Department of Accounting

Sample Program of Study

Major: Accountancy (BS*)

Minor: Undetermined
This major requires minimum of <u>28 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	ECON 112	3
	QL 101	3	ENG 102	3
	MATH 120	3	RA 101	3
	ECON 111 (SS-Breadth)	3	HIST 111b (HUM-Breadth; GC)	3
	CMIS 108 (ICS-Breadth)	3	SPC 101	3
		15		15
2	ACCT 200	3	MS 251	4
	MS 250	3	PS elective (Breadth) w/ lab	4
	POLS 112	3	Science elective w/ lab	4
	LS elective (Breadth; H)	3	Elective	3
	Elective	4	Elective	3
		16		17
3	ACCT 200	3	ACCT 302	3
	ACCT 315	3	ACCT 311	3
	CMIS 342	3	MGMT 341 (USC)	3
	MGMT 342	3	MKTG 300	3
	Elective	4	PROD 315	3
		16		15
4	ACCT 303	3	ACCT 321	3
	ACCT 312	3	ACCT 401	3
	ACCT 340	3	ACCT 431	3
	FIN 320	3	MGMT 441	3
	FPA elective (Breadth)	3	IS 401	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two laboratory courses and a minimum of 8 courses designated as sciences to earn a BS; this sample program would require three courses of the major, minor, or electives were sciences.

ii. Department of Computer Management and Information Systems

Sample Program of Study

Major: Computer Management and Information Systems (BS*)

Minor: Undetermined

This major requires minimum of <u>28 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	CMIS 108 (ICS-Breadth)	3	ECON 112	3
	NFS: ENG 101	3	ENG 102	3
	MATH 120	3	RA 101	3
	ECON 111 (SS-Breadth)	3	SPC 101	3
	QL 101	3	MS 250	4
		15		16
2	ACCT 200	3	MS 251	4
	CMIS 142	3	FPA elective (Breadth)	3
	HIST 111b (HUM-Breadth; GC)	3	PS elective (Breadth) w/ lab	4
	POLS 112	3	LS elective (Breadth)	3
	MS 251	4		
		16		15
3	ACCT 210	3	CMIS 342	3
	MGMT 340	3	FIN 320	3
	MKTG 300	3	MGMT 341 (USC)	3
	Science elective w/ lab	3	Elective specialization	3
	Elective	3	Elective(s)	5
		15		17
4	IS 401	3	MGMT 441	3
	PROD 315	3	Research Requirement	3
	Elective specialization	3	BUS elective	3
	Elective specialization	3	Elective specialization	3
	Elective	3	Elective specialization	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

*Students need to take two laboratory courses and a minimum of 8 courses designated as sciences to earn a BS; this sample program would require three courses of the major, minor, or electives were sciences.

iii. Department of Economics and Finance

Sample Program of Study

Major: Business Economics and Finance (BS)

Minor: Undetermined

This major requires minimum of <u>26 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	ECON 112	3
	RA 101	3	MS 250	3
	QL 101	3	ENG 102	3
	ECON 111 (SS-Breadth)	3	SPC 101	3
	CMIS 108 (ICS-Breadth)	3	LS elective (Breadth) w/ lab	4
		15		16
2	ACCT 200	3	ECON 301	3
	MS 250	3	ECON 302	3
	HIST 111b (HUM-Breadth; GC)	3	ACCT 210	3
	POLS 112	4	PS elective (Breadth) w/ lab	4
	MS 251	3	FPA elective (Breadth)	3
		16		16
3	FIN 320	3	ECON elective	3
	CMIS 342	3	FIN 420	3
	MGMT 340	3	MGMT 341 (USC)	3
	Elective	3	MKTG 300	3
	Elective	4	PROD 315	3
		16		15
4	ECON 435	3	FIN 430	3
	ECON/FIN 415 or 417	3	FIN elective	3
	FIN 460	3	MGMT 441	3
	Elective international	3	IS 401	3
	Elective	3	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

iv. Department of Management and Marketing

Sample Program of Study

Major: Business Administration (BS*)

Minor: Undetermined

This major requires minimum of 23 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	ECON 112	3
	QL 101	3	ENG 102	3
	RA 101	3	SPC 101	3
	MATH 120	3	PS elective (Breadth) w/ lab	4
	ECON 111 (SS-Breadth)	3	CMIS 108 (ICS-Breadth)	3
		15		16
2	ACCT 200	3	MS 251	4
	MS 250	3	FPA elective (Breadth)	3
	POLS 112	3	Elective	3
	LS elective (Breadth) w/ lab	4	HIST 111b (HUM-Breadth; GC)	3
	Elective	3	Elective	3
		16		16
3	ACCT 210	3	CMIS 342	3
	MGMT 340	3	FIN 320	3
	MKTG 300	3	MGMT 341 (USC)	3
	Elective	3	Elective specialization	3
	Elective	4	Elective	3
		16		15
4	IS 401	3	MGMT 441	3
	PROD 315	3	Research Requirement	3
	Elective specialization	3	BUS elective	3
	Elective specialization	3	Elective specialization	3
	Elective	3	Elective specialization	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

*Students need to take two laboratory courses and a minimum of 8 courses designated as sciences to earn a BS; this sample program would require three courses of the minor or electives were sciences.

C. School of Education

i. Department of Curriculum and Instruction

Sample Program of Study

Major: Early Childhood Education (BS*)

Minor: None
This major requires minimum of <u>15 General Education hours</u> (not counting hours already included in major/minor) and 128 total hours for graduation.

YEAR	FALL		SPRING	
1	GEOG 111 (GC)	3	ESCI 111 (PS-Breadth)	3
	ENG 101	3	SPC 101	3
	ART 111 (FPA-Breadth)	3	ENG 102	3
	MATH 112a*	3	MATH 112b	3
	NFS: SPC 103 (ICS-Breadth; USC)	3	MUS 111	3
	PSYC 111 (SS-Breadth)	3	RA 101	3
		18		18
2	CI 200	2	HED 201 (H)	3
	ENG elective	3	HIST 201	3
	HIST 200 (HUM-Breadth)	3	SCI 241/341 w/ lab	3
	Academic Emphasis Area	3	LS elective (Breadth) w/ lab	3
	Academic Emphasis Area	3	Academic Emphasis Area	3
	Academic Emphasis Area	3	Academic Emphasis Area	3
		17		18
3	Partnership Program Course	1	Partnership Program Course	1
	Partnership Program Course	3	Partnership Program Course	3
	Partnership Program Course	3	Partnership Program Course	3
	Professional Education Course	3	Professional Education Course	3
	Professional Education Course	3	Professional Education Course	3
	IS	3	Academic Emphasis Area	3
		16		16
4	Partnership Program Course	1	Partnership Program Course	5
	Partnership Program Course	3	Partnership Program Course	5
	Partnership Program Course	3	Partnership Program Course	2
	Partnership Program Course	3		
	Partnership Program Course	3		
		13		12

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
* Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.

Sample Program of Study

Major: Elementary Education (BS)

Minor: None
This major requires minimum of <u>15 General Education hours</u> (not counting hours already included in major/minor) and 128 total hours for graduation.

YEAR	FALL		SPRING	
1	ENG 101	3	CMIS 108	3
	RA 101	3	ESCI 111 (PS-Breadth)	3
	MUS 111 (FPA-Breadth)	3	ENG 102	3
	MATH 112a*	3	HIST 200 (HUM-Breadth)	3
	NFS: SPC 103 (ICS-Breadth; USC)	3	MATH 112b	3
	PSYC 111 (SS-Breadth)	3	CI 200	2
		18		17
2	GEOG 111 (GC)	2	SPC 101**	3
	HED 201 (H)	3	LS elective (Breadth) w/ lab	3
	HIST 201	3	Academic Emphasis Area	3
	PSYC 201	3	Academic Emphasis Area	3
	Academic Emphasis Area	3	Academic Emphasis Area	3
	Academic Emphasis Area	3	Professional Education Course	3
		18		18
3	CI 314	1	CI 314	1
	Partnership Program Course	3	Partnership Program Course	3
	Partnership Program Course	3	Partnership Program Course	3
	Professional Education Course	3	Professional Education Course	3
	Professional Education Course	3	Professional Education Course	3
	IS	3	SCI 241/341 w/ lab	3
		16		16
4	CI 314	1	Partnership Program Course	10
	Partnership Program Course	3	Partnership Program Course	2
	Partnership Program Course	3		
	Partnership Program Course	3		
	Partnership Program Course	3		
		13		12

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.
**An English elective has been replaced with SPC 101.

ii. Department of Kinesiology and Health Education

Sample Program of Study

Major: Community Health Education (BS)

Minor: None
This major requires minimum of 27 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	ENG 101	3	BIOL 111 (LS-Breadth)	3
	QL 101	3	ENG 102	3
	NFS: SPC 103 (USC)	3	RA 101	3
	CMIS 108 (ICS-Breadth)	3	PSYC 206	3
	PSYC 111 (SS-Breadth)	3	HED 201 (H)	3
		15		15
2	HED 205	3	HED 334	2
	SPC 101	3	HED 380	3
	BIOL 203	3	NURS 234	3
	CHEM 120a & 124a (PS-Breadth; lab)	4	SPC 201/213/223	3
	SOC 111	3	FPA elective (Breadth)	3
			HUM elective (Breadth; GC)	3
		16		17
3	HED 355	2	HED 405	3
	HED 360	3	HED 455	3
	BIOL 240a (lab)	4	HED 470	3
	IS	3	HED requirement	3
	Major elective	3	Major elective	3
		15		15
4	HED 390	3	HED 499	12
	HED 391	3		
	HED requirement	3		
	HED requirement	3		
	Major elective	4		
		16		12

SUMMER
HED 313 3

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Sample Program of Study

Major: Kinesiology (BS)

Minor: None
This major requires minimum of <u>34 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	ENG 101	3	BIOL 111 (LS-Breadth)	3
	RA 101	3	SPC 101	3
	QL 101	3	ENG 102	3
	NFS: SPC 103 (USC)	3	CMIS 108/STAT 107 (ICS-Breadth)	3
	HUM elective (Breadth)	3	SS elective (Breadth; GC)	3
		15		**15**
2	CI 200	2	HED 201	3
	KIN 315	3	EPFR 315	3
	PS elective (Breadth) w/ lab	4	SPE 400	3
	FPA elective (Breadth)	3	Elective	3
	Elective	2	Elective	3
		14		**15**
3	KIN 302	2	KIN 304	3
	KIN 303	3	KIN 307	3
	KIN 320	3	KIN 316	3
	KIN 330	3	KIN 325	3
	KIN 332	3	KIN 334	3
	IS	3	KIN 440	3
		17		**18**
4	KIN 305	3	KIN 455	3
	KIN 420	3	KIN 461	6
	KIN 430	3	KIN 462	6
	KIN 435	3		
	EPFR 320	3		
		15		**15**

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

iii. Department of Psychology

Sample Program of Study

Major: Psychology (BA*)

Minor: Undetermined
This major requires minimum of <u>39 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	PSYC 111 (SS-Breadth)	3	PSYC 200	3
	NFS: ENG 101	3	SPC 101	3
	RA 101	3	ENG 102	3
	QL 101	3	HUM elective (Breadth)	3
	FL 101 (ICS-Breadth)	4	FL 102 (GC)	4
		16		16
2	PSYC 201/203/204	3	PSYC 206	3
	PSYC 220	3	PSYC 221	3
	LS elective (Breadth) w/ lab	4	PS elective (Breadth)	3
	Minor	3	FPA elective (Breadth)	3
	Elective	4	Minor	3
		17		15
3	PSYC 208	3	PSYC elective	3
	PSYC elective	3	IS	3
	Minor	3	Minor	3
	Elective	3	Minor	3
	Elective	3	Elective	3
		15		15
4	PSYC 494	3	PSYC elective	3
	PSYC elective	3	Minor	3
	Minor	3	Minor	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
*Students need to take two courses in the same foreign language and a minimum of 8 courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the minor or electives were fine and performing arts or humanities.

Sample Program of Study

Major: Psychology (BS)
Minor: Undetermined
This major requires minimum of <u>32 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	PSYC 111 (SS-Breadth)	3	PSYC 200	3
	NFS: ENG 101	3	SPC 101	3
	RA 101	3	ENG 102	3
	QL 101	3	HUM elective (Breadth; USC)	3
	CMIS 108 (ICS-Breadth)	3	FPA elective (Breadth)	3
		15		15
2	PSYC 201/203/204	3	PSYC 206	3
	PSYC 220	3	PSYC 221	3
	Science (LS-Breadth) w/ lab	4	Science (PS-Breadth) w/ lab	4
	Minor	3	Minor	3
	Elective	3	Elective	3
		16		16
3	PSYC 208	3	PSYC elective	3
	PSYC elective	3	Minor	3
	IS (GC)	3	Minor	3
	Minor	3	Elective	3
	Elective	4	Elective	4
		16		16
4	PSYC 494	3	PSYC elective	3
	PSYC elective	3	Minor	3
	Minor	3	Minor	3
	Elective	3	Elective	3
	Elective	3	Elective	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

iv. Department of Special Education and Communication Disorders

Sample Program of Study

Major: Special Education (BS)

Minor: None
This major requires minimum of 21 General Education hours (not counting hours already included in major/minor) and 130 total hours for graduation.

YEAR	FALL		SPRING	
1	BIOL 111 (LS-Breadth)	3	ART 111 (FPA-Breadth)	3
	ENG 101	3	SPC 101	3
	RA 101	3	ENG 102	3
	QL 101	3	MATH 111/120	3
	NFS: SPC 103 (USC)	3	GEOG 111 (SS-Breadth)	3
		15		15
2	PSYC 111	3	POLS 112	3
	SPE 200	3	CMIS 108 (ICS-Breadth)	3
	GEOG 210/211	3	MUS 111	3
	Science w/ lab	3	CHEM 120a/124a (PS-Breadth w/ lab)	4
			HIST 200/201 (HUM Breadth)	3
		12		16
3	SPE 405	6	SPE 412a	3
	EPFR 315	3	SPE 412b	3
	EPFR 320	3	SPE 416	3
	IS (GC)	3	KIN 325	3
		15		12
4	SPE 415	3	SPE 417	6
	SPE 430	3	SPE 418	3
	SPE 450	3	SPE 421	6
	SPE 470	3		
	SPE 490	3		
		15		15

Additional: SPE 481   3
SPE 499   12
15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

D. School of Engineering

i. Department of Civil Engineering

Sample Program of Study

Major: Civil Engineering (BS)

Minor: None
This major requires minimum of <u>18 General Education hours</u> (not counting hours already included in major/minor) and 130 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: IME 106*	3	SPC 101	3
	ENG 101	3	ENG 102	3
	MATH 150**	5	MATH 152	5
	CHEM 131	4	PHYS 211a (PS-Breadth)	4
	CHEM 135	1	PHYS 212a (lab)	1
		16		16
2	CE 204	3	CE 206	2
	MATH 250	4	CE 207L	1
	PHYS 211b	4	CE 242	3
	PHYS 212b (lab)	1	MATH 305	3
	ECON 111 (SS-Breadth)	3	ME 262	3
	CE 240	3	FPA elective (Breadth; USC)	3
			STAT 380 (ICS-Breadth)	3
		18		18
3	CE 315	3	CE 330	2
	CE 342	3	CE 330L	1
	CE 354	3	CE 343	3
	CE 354L	1	CE 376	3
	ME 310	3	CE 380	3
	LS elective (Breadth)	3	IS (GC)	3
		16		15
4	CE 460	3	CE 415L	1
	CE 416 (CE 455)	3	CE 493	3
	CE elective I	3	CE elective II	3
	ECE 210	3	CE elective III	3
	PHIL 323 (HUM-Breadth)	3	CE elective IV	3
			IME 345	3
		15		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in **red**; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in **blue;** courses that satisfy university and program requirements in **green**; multiple requirements in **brown**.
* Students would have to pass a proficiency exam for RA 101 to exempt the Reasoning and Argumentation Foundations requirement.
** Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.

ii. Department of Computer Engineering

Sample Program of Study

Major: Computer Engineering (BS)

Minor: None
This major requires minimum of <u>18 General Education hours</u> (not counting hours already included in major/minor) and 129 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: IME 106*	3	CS 140 (ICS-Breadth)	3
	ENG 101	3	ENG 102	3
	MATH 150**	5	MATH 152	5
	CHEM 131	4	PHYS 211a (PS-Breadth)	4
	CHEM 135	1	PHYS 212a (lab)	1
		3		
		16		16
2	ECE 210	3	ECE 211	4
	MATH 250	4	ECE 282	4
	PHYS 211b	4	CS 240	3
	PHYS 212b (lab)	1	MATH 305	3
	CS 150	3	FPA elective (Breadth; GC)	3
	SPC 101	3		
		18		17
3	ECE 326	4	ECE 375	3
	ECE 351	3	ECE 381	3
	ECE 352	3	ECE 483	3
	CS 312	3	ECE/CS elective	3
	MATH 355	5	ECON 111 (SS-Breadth)	3
		18		15
4	ECE 404	3	ECE 405	3
	ECE/CS elective	3	ECE/CS elective	3
	CS 414	3	ECE/CS elective	2
	PHIL 323 (HUM-Breadth)	3	IME 345	3
	LS elective (Breadth)	3	IS (USC)	3
		15		14

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
* Students would have to pass a proficiency exam for RA 101 to exempt the Reasoning and Argumentation Foundations requirement.
** Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.

iii. Department of Computer Science

Sample Program of Study

Major: Computer Science (BA*)

Minor: Undetermined
This major requires minimum of <u>35 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: IME 106*	3	CS 150	3
	ENG 101	3	ENG 102	3
	FL 101 (ICS-Breadth)	4	MATH 150**	5
	CS 111	3	FL 102 (GC)	4
	CS 140	4		
		17		15
2	CS 240	3	CS 325	3
	HUM elective (Breadth)	3	CS 312	3
	MATH 224	3	CS 340	3
	SPC 101	3	Minor	3
	SS elective (Breadth; USC)	3	LS elective (Breadth) w/ lab	4
		15		16
3	CS 275	3	CS 321	3
	STAT 244	4	CS 414	3
	PS elective (Breadth)	3	IS	3
	FPA elective (Breadth)	3	Minor	3
	Minor	3	Minor	3
		16		15
4	CS 330	3	CS 499	3
	CS 425	3	CS elective II	3
	CS elective I	3	Elective/Minor	3
	Minor	3	Elective	3
	Elective	3	Minor	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
* Students would have to pass a proficiency exam for RA 101 to exempt the Reasoning and Argumentation Foundations requirement.
** Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.
*Students need to take two courses in the same foreign language and a minimum of 8 courses designated as fine and performing arts or humanities to earn a BA; this sample program would require that four courses of the minor or electives were fine and performing arts or humanities.

Sample Program of Study

Major: Computer Science (BS)

Minor: None
This major requires minimum of <u>25 General Education hours</u> (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: IME 106*	3	CS 150	3
	ENG 101	3	ENG 102	3
	MATH 150**	5	MATH 152	5
	CS 111 (ICS-Breadth)	3	SPC 101	3
	CS 140	4	FPA elective (Breadth; GC)	3
		18		17
2	CS 240	3	CS 275	3
	PS elective (Breadth) w/ lab	3	CS 312	3
	MATH 224	3	CS 340	3
	MATH elective	3	LS elective (Breadth) w/ lab	4
	SS elective (Breadth, USC)	3		
		15		14
3	CS 321	3	CS 325	3
	ECE 282	4	CS 414	3
	STAT 380	3	CS elective I	3
	Lab elective	4	CS elective II	3
			HUM elective (Breadth; USC)	3
		14		15
4	CS 330	3	CS 499	3
	CS 425	3	CS elective III	3
	ECE 483	3	CS elective IV	3
	IS	3	CS elective V	3
	Elective	3	Elective	4
		15		16

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
* Students would have to pass a proficiency exam for RA 101 to exempt the Reasoning and Argumentation Foundations requirement.
** Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.

iv. Department of Construction

Sample Program of Study

Major: Construction Management (BS)

Minor: None
This major requires minimum of <u>24 General Education hours</u> (not counting hours already included in major/minor) and 129 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: ENG 101	3	SPC 101	3
	RA 101	3	ENG 102	3
	MATH 150*	5	MATH 152	5
	CHEM 120a (PS-Breadth)	3	PHYS 211a	4
	CHEM 124a (lab)	1	PHYS 212a (lab)	1
	CNST 120	1		
		16		16
2	ACCT 200	3	ECON 112	3
	CNST 202	3	CE 242	4
	CE 240	3	CNST 201	3
	ECON 111 (SS Breadth)	3	ACCT 210	3
	STAT 244 (ICS-Breadth)	4	FPA elective (Breadth)	3
		16		16
3	CNST 264	4	CNST 301	4
	CNST 332	3	CNST 321	3
	CNST 351	4	CNST 353	3
	HUM elective (Breadth; USC)	3	CNST 34	3
	LS elective (Breadth)	3	Tech elective 1	3
		17		16
4	ECON 331	3	CNST 452	3
	CNST 403	4	CNST 411	3
	CNST 451	4	CNST 475	3
	Tech Elective 2	3	Tech Elective 3	3
	FIN 320	3	IS (GC)	3
		17		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
* Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.

v. Department of Electrical Engineering

Sample Program of Study

Major: Electrical Engineering (BS)

Minor: None
This major requires minimum of <u>18 General Education hours</u> (not counting hours already included in major/minor) and 129 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: IME 106*	3	SPC 101	3
	ENG 101	3	ENG 102	3
	MATH 150*	5	MATH 152	5
	CHEM 131	4	PHYS 211a (PS-Breadth)	4
	CHEM 135	1	PHYS 212a (lab)	1
		16		16
2	ECE 210	3	ECE 211	4
	MATH 250	4	ECE 282	4
	PHYS 211b	4	MATH 305	3
	PHYS 212b (lab)	1	FPA elective (Breadth; USC)	3
	ECON 111 (SS-Breadth)	3	LS elective (Breadth)	3
	CS 145 (ICS-Breadth)	3		
		18		17
3	ECE 326	4	ECE 327	4
	ECE 351	3	ECE 340	3
	ECE 352	3	ECE 365	3
	MATH 355	5	ECE 375	3
			ME 244	4
		15		17
4	ECE 341	4	ECE elective III	3
	ECE 404	3	ECE elective IV	3
	ECE elective I	3	ECE 405	2
	ECE elective II	3	IME 345	3
	PHIL 323 (HUM-Breadth)	3	IS (GC)	3
		16		14

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
* Students would have to pass a proficiency exam for RA 101 to exempt the Reasoning and Argumentation Foundations requirement.
** Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.

vi. Department of Industrial/Manufacturing Engineering

Sample Program of Study

Major: Manufacturing Engineering (BS)

Minor: None
This major requires minimum of 18 General Education hours (not counting hours already included in major/minor) and 132 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: IME 106*	3	SPC 101	3
	ENG 101	3	ENG 102	3
	MATH 150**	5	MATH 152	5
	CHEM 131	4	PHYS 211a (PS-Breadth)	4
	CHEM 135	1	PHYS 212a (lab)	1
		16		16
2	CE 204	3	CE 242	4
	MATH 250	4	CS 145(ICS-Breadth)	3
	PHYS 211b	4	ECE 210	3
	PHYS 212b (lab)	1	MATH 305	3
	ECON 111 (SS-Breadth)	3	ME 262	3
	CE 240	3		
		18		16
3	IME 365	3	IME 345	3
	IME 370	3	IME 465	3
	IME 375	3	IME 470	3
	ME 310	3	IME 482	3
	ME 370	3	ME 315	3
	FPA elective (Breadth; GC)	3	LS elective (Breadth)	3
		18		18
4	IME 480	3	IME 475	3
	IME 483	3	IME 476	3
	IME elective I	3	IME 490	3
	IME elective II	3	IME elective III	3
	IS (USC)	3	PHIL 323 (HUM-Breadth)	3
		15		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
* Students would have to pass a proficiency exam for RA 101 to exempt the Reasoning and Argumentation Foundations requirement.
** Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.

vii. Department of Mechanical Engineering

Sample Program of Study

Major: Mechanical Engineering (BS)

Minor: None
This major requires minimum of <u>18 General Education hours</u> (not counting hours already included in major/minor) and 128 total hours for graduation.

YEAR	FALL		SPRING	
1	NFS: IME 106*	3	CS 145 (ICS-Breadth)	3
	ENG 101	3	ENG 102	3
	MATH 150**	5	MATH 152	5
	CHEM 131	4	PHYS 211a (PS-Breadth)	4
	CHEM 135	1	PHYS 212a (lab)	1
		16		16
2	CS 204	3	ME 262	3
	MATH 250	4	CE 242	3
	PHYS 211b	4	ECE 210	3
	PHYS 212b (lab)	1	ECON 111 (SS-Breadth)	3
	CE 240	3	MATH 305	3
	SPC 101	3		
		18		15
3	ME 310	3	IS (USC)	3
	ME 350	3	ME 312	3
	ME 356L	2	ME 315	3
	ME 370	3	ME 356	3
	PHIL 323 (HUM-Breadth)	3	ME 380	3
	STAT 380	3	ME 380L	3
		17		18
4	ME 410	3	ME 480	3
	ME 410L	1	ME elective	3
	ME elective	3	ME elective	3
	ME elective	3	LS elective (Breadth)	3
	IME 345	3	FPA elective (Breadth; GC)	3
		13		15

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.
* Students would have to pass a proficiency exam for RA 101 to exempt the Reasoning and Argumentation Foundations requirement.
** Students would have to pass a proficiency exam for QL 101 to exempt the Quantitative Literacy Foundations requirement.

E. School of Nursing

Sample Program of Study

Major: Nursing (BS)

Minor: None

This major requires minimum of 24 General Education hours (not counting hours already included in major/minor) and 124 total hours for graduation.

YEAR	FALL		SPRING	
1	BIOL 111 (LS–Breadth)	3	BIOL 250	3
	ENG 101	3	PSYC 111 (SS-Breadth)	3
	CHEM 120n (PS–Breadth)	4	ENG 102	3
	CHEM 124n (lab)	1	RA 101	3
	NFS: SPC 103 (USC)	3	BIOL 240a (lab)	4
	QL 101	3		
		17		16
2	SPC 101	3	NURS 240	4
	NURS 230	2	NURS 241	4
	NURS 233	3	NURS 242	1
	NURS 234	3	NURS 243	3
	BIOL 240b	4	NURS 244	3
	STAT 107 (ICS-Breadth)	3	NURS 245	2
		18		17
3	NURS 352	5	NURS 354	5
	NURS 353	5	NURS 355	5
	IS (GC)	3	PHIL 320 (HUM–Breadth)	3
	FPA elective (Breadth)	3		
		16		13
4	NURS 472	3	NURS 481	3
	NURS 474	5	NURS 476	5
	NURS 475	5	NURS 482	4
	NURS 479	1	NURS 489	1
		14		13

Requirements are listed red, blue, green, or brown; courses that satisfy only a single general education requirement are in red; courses that satisfy BA or BS degree requirements, for foreign language or laboratories respectively, in blue; courses that satisfy university and program requirements in green; multiple requirements in brown.

Appendix B: Suggested Themes for General Education Programs

Below are examples of possible themes which may be points of focus for developing and organizing general education programs of study. These examples demonstrate how students might complete general education requirements while exploring one or more topics, shared across courses and disciplines. The examples are provided simply to illustrate how thematic general education programs might be developed, and do not represent formally approved programs of study. Courses for each of the thematic programs were selected based on titles and catalog descriptions of existing courses.

Theme: Health and Society

Breadth Requirements	**Courses**
Fine & Performing Arts	Core: Movement Fundamental (DANC 114)
Humanities	Ethics in the Medical Community (PHIL 321)
Information & Communication in Society	any
Life Sciences	Healthful Living (HED 201); Human Disease (BIOL 205)
Physical Sciences	General and Organic Chemistry (CHEM 120a & CHEM 124a)
Social Sciences	Health, Illness, and Society (SOC 441)
Interdisciplinary Studies	Contemporary Health Care Issues (IS 343)

Theme: Environment

Breadth Requirements	**Courses**
Fine & Performing Arts	any
Humanities	Environmental Ethics (PHIL 322)
Information & Communication in Society	any
Life Sciences	Survey of Environmental Sciences (ENSC 120)
Physical Sciences	Energy and the Environment (PHYS 350)
Social Sciences	Cultural Ecology (ANTH 340)
Interdisciplinary Studies	Human Resources, Issues, and Conflicts (IS 334); Living Ecologically (IS 363)

Theme: Sex and Gender

Breadth Requirements	**Courses**
Fine & Performing Arts	Women in Art (ART 473)
Humanities	Studies in Women, Language, and Literature (ENG 478)
Information & Communication in Society	Interpersonal Communication (SPC 103)
Life Sciences	Human Sexuality and Reproduction (BIOL 203)
Physical Sciences	any
Social Sciences	Women, Gender, and Society (SOC 308)
Interdisciplinary Studies	Women in Social Institutions (IS 350)

Theme: Self and Society

Breadth Requirements	**Courses**
Fine & Performing Arts	History of World Art (ART 225a or ART 225b)
Humanities	19th Century Western Philosophy (PHIL 303)
Information & Communication in Society	Mass Media in Society (MC 201)
Life Sciences	Biology of Human Behavior (ANTH 366)
Physical Sciences	Light and Color (PHYS 355)
Social Sciences	Individual and Society (SOC 421); Social Psychology (PSYC 206)
Interdisciplinary Studies	Hegel and Marx (IS 332)

Theme: Technology, Science, and Society

Breadth Requirements	**Courses**
Fine & Performing Arts	History of Modern Architecture and Design (ART 443)
Humanities	Philosophy of Science (PHIL 314)
Information & Communication in Society	Aspects of Computer Science (CS 111)
Life Sciences	Biotechnology and Society (BIOL 203)
Physical Sciences	Concepts of Physics (PHYS 111)
Social Sciences	Industry and Sociology (SOC 338)
Interdisciplinary Studies	Ethics, Biology, and Society (IS 322)

Appendix C: Academic Content

Academic content is defined as instruction in, and application of, academic skills, including reading, writing, computation, and critical analysis (including scientific investigation) which is also linked to either discipline-specific or interdisciplinary/multidisciplinary content.

Appendix D: Information Literacy

Definition from:

"Information Literacy Competency Standards for Higher Education," American Library
    Association, September 01, 2006.
    http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm (Accessed
    November 27, 2007). Document ID: 185693

    Information literacy is an understanding and set of abilities requiring individuals to
    "recognize when information is needed and have the ability to locate, evaluate, and use
    effectively the needed information" [American Library Association. Presidential Committee
    on Information Literacy. Final Report.(Chicago: American Library Association, 1989.)].

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Appendix E: Options for Fulfilling New Freshman Seminar "Out of Classroom" Criteria

The proposed criteria for New Freshman Seminar (NFS) are intended to enhance the distinction of NFS, and also provide guidelines for ensuring it is a unifying experience for new freshmen, and that it accomplishes the primary goals of the initiative. Below are suggested course components and activities that may be incorporated into a course to meet the proposed "out-of-classroom" criteria for NFS. This is not an exhaustive list, rather suggestions on how the requirements might be met.

Pick two of three out-of-classroom experiences/use of local regional resources

1. Academic support services
Incorporation of academic support services may involve during-class visits to a service center or office, attendance at a workshop offered by a center or office, incorporation of services from one or more units in completing a particular assignment, development of cooperative assignments with one or more units, incorporation of a service-learning component with assistance from the appropriate unit, and visits by representative(s) of service centers or offices during a class period.

Academic support services involve the following units:
Instructional Services
The Writing Center
The Speech Center
Math Resource Center
The Career Development Center
Kimmel Leadership Center
Library Instruction

2. University non-academic social and cultural resources
Incorporation of university non-academic social and cultural resources may involve 'field trips' conducted during class periods, required visit(s) by students outside of class, or incorporation of one or more resources into an assignment or group project.

University non-academic social and cultural resources could include:
Cougar Lake
The University Museum
Arts and Issues
The East St. Louis Center
various athletic events & intramural sports
Vadalabene Center
Student Fitness Center
Myer Arboretum
programs associated with University Housing

3. Local or regional social and cultural resources
Incorporation of local or regional social and cultural resources may involve 'field trips' during class periods, required visit(s) by students outside of class, or incorporation of one or more resources into an assignment or group project.

Local and regional social and cultural resources could include:
The Stephenson House
Watershed Nature Center
Cahokia Mounds State Park
St. Louis Art Museum
St. Louis History Museum
Lewis and Clark Center
St. Louis Science Center
St. Louis Zoo
Edwardsville Public Library
Edwardsville Art in the Park
Children's Museum
Edwardsville Goshen farmer's market
special events–e.g., balloon race in St. Louis, Halloween parade in Edwardsville, etc.
local community service organizations and projects

Note: The NFS guidelines can be combined in many ways: e.g., requirements could be satisfied by a visit to the East St. Louis Center involving a service-learning component and cooperation with Kimmel.

Appendix F: IAI Mapping

The proposed general education design was not constructed based on the Illinois Articulation Initiative - General Education Core Curriculum. However, it parallels the requirements of the IAI GECC in many respects, allowing for relatively seamless mapping of our design with that of the IAI (Appendices F.1 and F.2). While students matriculating under the SIUE General Education program would not necessarily meet all the IAI GECC requirements, it would be possible with appropriate course selection to satisfy the GECC by completing the program, without the need for any additional coursework. Moreover, for students transferring into SIUE, parallels in requirements will make it very easy for students to see how previous coursework relates to our general education requirements. Along these same lines, the design requirements for Quantitative Literacy and Oral Communication are a much better match with the IAI GECC. These parallels also provide a basis for similar expectations of transfer students and those students matriculating at SIUE as freshmen. Even full-time, four-year SIUE students may not necessarily earn all their credit hours at our institution; community colleges may be used as periodic resources for certain courses. A general education curriculum does not have to be a simple copy of the IAI GECC to provide a close match; the proposed design creatively and innovatively addresses SIUE values and objectives, but at the same time facilitates mapping of SIUE and IAI general education components.

Two general education "maps" have been developed, representing how requirements would transfer between the IAI GECC and the SIUE General Education program. One demonstrates how students with general education credits earned outside SIUE would transfer into the SIUE curriculum (Appendix F.1). The other demonstrates how students with general education credits earned at SIUE under the general education program would meet IAI GECC requirements, as if transferring to another university participating in the IAI (Appendix F.2).

Appendix F.1: IAI Mapping for Students Transferring into SIUE

SIUE REQUIREMENTS	SIUE COURSES	IAI GECC REQUIREMENTS	IAI ATTRIBUTES
NEW FRESHMAN SEMINAR			
NFS: 1 course	NFS (many)	no equivalency	N/A
FOUNDATIONS			
Written Fluency: 2 courses	ENG 101	Writing: 2-course/semester sequence	C1900; C1901
	ENG 102		C1900R; C1901R
Oral Communication: 1 course	SPC 101	Oral communication: 1 course	C2900
Quantitative Literacy: 1 course	QL 101	Math: 1-2 courses	M1901 (others)
Reasoning & Argumentation: 1 course	RA 101	no equivalency	H4906; other equivalents
BREADTH AREAS			
Fine & Performing Arts: 1 course	FPA (many)	Fine Arts	F1; F2; F9 (many)
Humanities: 1 course	HUM (many)	Humanities	H1; H2; H3; H4; H5; H9; HF; HS (many)
Life Sciences: 1 course	LS (many)	Life Sciences: 1 course	L1; LP (many)
Physical Sciences: 1 course	PS (many)	Physical Sciences: 1 course	P1; P2; P9 (many)
PS or LS course is lab	LAB (many)	Lab course: 1 course	000L (many)
Social Sciences: 1 course	SS (many)	Social & Behavioral Sciences	S1; S2; S3; S4; S5; S6; S7; S8; S9 (many)
CULTURES			
U.S. Cultures	USC (many)	no equivalency	000D
Global Cultures	GC (many)	no equivalency	000N
INTERDISCIPLINARY STUDIES			
IS: 1 course	IS	no equivalency	various interdisciplinary courses designated

Appendix F.2: IAI Mapping for Students Transferring from SIUE

| IAI GECC REQUIREMENTS	IAI ATTRIBUTES	SIUE REQUIREMENTS	SIUE COURSES
Communication			
Writing: 2-course/semester sequence	C1900; C1901	Written Fluency: 2 courses	ENG 101
	C1900R; C1901R		ENG 102
Oral communication: 1 course	C2900	Oral Communication: 1 course	SPC 101
Mathematics			
Math: 1-2 courses	M1901 (others)	Quantitative Literacy: 1 course	QL 101
Physical & Life Sciences			
Physical Sciences: 1 course	P1; P2; P9 (many)	Physical Sciences: 1 course	PS (many)
Life Sciences: 1 course	L1; LP (many)	Life Sciences: 1 course	LS (many)
Lab course: 1 course	000L (many)	PS or LS course is lab	LAB (many)
Humanities & Fine Arts			
Humanities	H1; H2; H3; H4; H5; H9; HF; HS (many)	Humanities: 1 course	HUM (many)
Fine Arts	F1; F2; F9 (many)	Fine & Performing Arts: 1 course	FPA (many)
Humanites OR Fine Arts	H4906	Reasoning & Argumentation: 1 course (OR another HUM or FPA course required)	RA 101
Social & Behavioral Sciences			
Social & Behavioral Sciences	S1; S2; S3; S4; S5; S6; S7; S8; S9 (many)	Social Sciences: 1 course	SS (many)
Social & Behavioral Sciences	S1; S2; S3; S4; S5; S6; S7; S8; S9 (many)	U.S. Cultures (if from appropriate discipline OR another SS course required)	USC (many) or SS (many)
Social & Behavioral Sciences	S1; S2; S3; S4; S5; S6; S7; S8; S9 (many)	Global Cultures (if from appropriate discipline OR another SS course required)	GC (many) or SS (many)

Appendix G: Draft Syllabus for Quantitative Literacy (QL 101)

QR 101 – Quantitative Reasoning
(or QL 101 – Quantitative Literacy)

Catalog Description. Focuses on mathematical reasoning and real-life problems. Including: management science, coding, social choice and decision making, size and shape, and modeling.

The textbook below is given as an example only however the material indicated below should be covered regardless of the textbook selected. Sections to be covered are <mark>highlighted</mark>**; additional sections are optional and encouraged; the selection is based on an assumption that the material of chapter 1 will be covered in the Critical Thinking class.**

Using and Understanding Mathematics: A Quantitative Reasoning Approach, 3/E
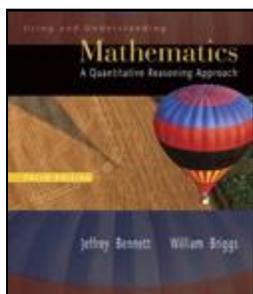
Jeffrey O. Bennett, *University of Colorado at Boulder*
William L. Briggs, *University of Colorado at Denver*

ISBN: 0-321-22773-5
Publisher: Addison-Wesley
Copyright: 2005
Format: Cloth; 800 p

Table Of Contents

I. LOGIC AND PROBLEM SOLVING.

1. Thinking Critically.

Recognizing Fallacies.
Propositions and Truth Values.
Sets and Venn Diagrams.
A Brief Review: Sets of Numbers.
Analyzing Arguments.
Critical Thinking in Everyday Life.

2. Approaches to Problem Solving.

The Problem-Solving Power of Units.
A Brief Review: Working with Fractions.
Standardized Units: More Problem-Solving Power.
A Brief Review: Powers of 10.
Problem-Solving Guidelines and Hints.

IV. MODELING.

8. Exponential Astonishment.

Growth: Linear Versus Exponential.
Doubling Time and Half-Life.
A Brief Review: Logarithms.
Real Population Growth.
Logarithmic Scales: Earthquakes, Sounds, and Acids.

9. Modeling Our World.

Functions: The Building Blocks of Mathematical Models.
A Brief Review: The Coordinate Plane.
Linear Modeling.
Exponential Modeling.
A Brief Review: Algebra with Logarithms.

II. QUANTITATIVE INFORMATION IN EVERYDAY LIFE.

3. Numbers in the Real World.

Uses and Abuses of Percentages.
A Brief Review: Percentages.
A Brief Review: What is ratio?.
Putting Numbers in Perspective.
A Brief Review: Working with Scientific Notation.
Dealing with Uncertainty.
A Brief Review: Rounding.
Index Numbers: The CPI and Beyond.
How Numbers Deceive: Polygraphs, Mammograms, and More.

4. Financial Management.

The Power of Compounding.
A Brief Review: Three Basic Rules of Algebra.
Savings Plans and Investments.
A Brief Review: Algebra with Powers and Roots.
Loan Payments, Credit Cards, and Mortgages.
Income Taxes.
Understanding the Federal Budget.

III. PROBABILITY AND STATISTICS.

5. Statistical Reasoning.

Fundamentals of Statistics.
Should You Believe a Statistical Study?
Statistical Tables and Graphs.
Graphs in the Media.
Correlation and Causality.

6. Putting Statistics to Work.

Characterizing a Data Distribution.
Measures of Variation.
The Normal Distribution.
Statistical Inference.

7. Probability: Living with the Odds.

Fundamentals of Probability.
A Brief Review: The Multiplication Principle.
Combining Probabilities.
The Law of Large Numbers.
Assessing Risk.
Counting and Probability.
A Brief Review: Factorials.

10. Modeling with Geometry.

Fundamentals of Geometry.
Problem Solving with Geometry.
Fractal Geometry.

V. FURTHER APPLICATIONS.

11. Mathematics and the Arts.

Mathematics and Music.
Perspective and Symmetry.
Proportion and the Golden Ration.

12. Mathematics and Politics.

Voting: Does the Majority Always Rule?
Theory of Voting.
Apportionment: The House of Representatives and Beyond.

13. Mathematics and Business.

Network Analysis.
The Traveling Salesman Problem.

Scheduling Problems.

Web Projects. The Web Projects require searching for data or other information on the Web. They can be used for extended projects, discussion, group activities, or essays.

Appendix H: Proposed Learning Outcomes for Reasoning & Argumentation

Proposed Learning Outcomes
for courses in
REASONING AND ARGUMENTATION

I. Argument Analysis:

Students should be able to "read for arguments"—i.e., to cull the basic structure of an author's defense of a thesis out of a 'real world'/ordinary language text. [The texts here can range from political speeches or op-ed pieces on matters of general interest to sophisticated arguments in professional journals on narrow discipline-specific matters.]

A. Identification: Students should be able to identify the following basic elements of an argumentative essay/thesis defense:

1. Topic, Question/Problem/Issue/Author's (or speaker's)Thesis
2. Claims/ conclusions, premises/grounds, assumptions, and implications.
3. Author's positive case for her thesis, main reasons/evidence for thesis and the support for those reasons.
4. An author's position as distinct from an author's account of other –-possibly opposing— positions.
5. The objections that the author considers to her view and her response to those objections

B. Reflection: A student should be able to achieve some critical distance from a text she is analyzing by:

1. Identifying the most plausible alternatives to the author's thesis
2. Identifying the weakest link in the author's positive case
3. Formulating counter-replies on behalf of the objections that the author considers or identifying other objections that the author did not consider.
4. Formulating and testing hypotheses or tentative conclusions.

II. Argument Evaluation:

Students should have at least a basic understanding of what constitutes adequate 'logical' support for a thesis/conclusion and be able to apply some general principles to the evaluation of the form and content of arguments.

A. Students should be able to distinguish "logical support" for the truth or acceptability of a conclusion/thesis from "psychological inducements" to maintain or profess a conclusion/thesis; where logical support involves premises that provide some kind and degree of evidence for the truth or acceptability of a conclusion and psychological inducement involves premises that provide some kind and degree of compulsion for maintaining or professing a conclusion. Perhaps the most effective way of displaying the distinction here is to expose students to (and have them be able to identify) a range of informal fallacies [e.g., ad hominem, ad populum, appeal to force, appeal to pity, etc.]

B. Students should be able to distinguish the question of the actual truth-value or acceptability of particular claims (premises) and the question of whether those claims (premises) would in some way logically support a thesis (conclusion) were they true/acceptable. This is to make the distinction

between the content and the form (logical structure) of an argument. [Artificial symbolic devices like truth-tables and Venn Diagrams can be useful for this purpose but are not essential.]

C. Evaluating Content: Students should be able to:

1. Evaluate the reliability and corroboration of a source.
2. Evaluate the individual plausibility of a claim and how well it coheres with other independently supported claims.
3. Consider the further ramifications/implications/ consequences of accepting some claim/hypothesis.

III. Argument Construction:
A student should be able to formulate and defend a thesis in written or oral form on a relatively controversial question/issue. [Again the issues here might range from matters of general interest to matters of more narrow, discipline-specific concern.]

A. Formulate a Thesis: A student should be able to:

1. Unambiguously state a topic question/problem and clearly state her thesis as an answer to that question or a solution to that problem.
2. Explicitly lay out her reasons for that thesis and explain how those reasons support the thesis.

B. Defend a Thesis: A student should be able to:

1. Sympathetically identify and honestly respond to the most plausible alternative(s) to her thesis
2. Sympathetically construct and honestly reply to objections to the weakest points of her case
3. Clearly state the general linking principles that indicate the relationship between a claim and each reason given to support it.

Approved by Dept. of Philosophy 10/03/2007