

**UNIVERSITY OF ILLINOIS**  
**URBANA-CHAMPAIGN SENATE**  
Senate Committee on Educational Policy  
(Final; Action)

**EP.17.74** Proposed Revisions to the Guidelines for General Education Courses(GB.91.02)

**BACKGROUND**

*Background:* In May, 2016, the Senate approved [EP.16.80](#), which amended the general education requirements for all baccalaureate degree programs such that, effective starting in the Fall, 2018 term, undergraduates will be required to complete three Cultural Studies courses: One Non-Western Cultures course, one U.S. Minority Cultures course, and one Western Cultures course. EP.16.80 also charged the General Education Board to:

- 1) Review criteria for approval of courses in all Cultural Studies categories and for courses to be approved in multiple General Education categories. Proposed changes were to be submitted to the Senate Educational Policy Committee on or before December 31, 2016.
- 2) Review disparities between [EP.89.09](#) as amended by EP.16.80 and [GB.91.02](#) on one hand and the implementation of General Education as amended by EP.16.80 on the other hand, and recommend further amendments or revisions to EP.89.09 and/or GB.91.02. This reconciliation was due to the Senate Educational Policy Committee on or before March 1, 2017.

Item #1 was submitted to the Senate Educational Policy Committee as [EP.17.51](#) and was reported to the Senate on March 6, 2017. On February 27, 2017, item #2 was submitted to the Senate Educational Policy Committee as EP.17.74. It was carried over from the 2016-2017 academic year and reviewed and approved by the Senate Educational Policy Committee at the first meeting of the 2017-2018 academic year on August 28, 2017.

Frequently asked questions along with their answers are included in the attached FAQ.

**RECOMMENDATIONS**

Together with the GEB, the Senate Committee on Educational Policy recommends approval of the attached changes to the Guidelines for General Education Courses.

Text to be added is underscored and text to be deleted is ~~struck through~~.

**SENATE COMMITTEE ON EDUCATIONAL POLICY**

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# Guidelines for General Education Courses

## General Education Board - University of Illinois at Urbana-Champaign

*(derived from GB.91.02)*

The Morrill College Land Grant Act of 1862 under which the University of Illinois at Urbana-Champaign was founded sought to promote “liberal and practical education” and included both specialized education in the agricultural and mechanical arts and General Education in other “scientific and classical studies.” From its founding, the University of Illinois faculty has maintained requirements recognizing the Morrill Act’s distinct but complementary goals of specialized and General Education. These educational aims remain vital today, with specialized or professional education intended to prepare students for their chosen careers and with General Education intended to increase their knowledge and understanding of the wider range of historical, philosophical, scientific, political, ethical, and aesthetic concerns, and other dimensions of thought and human experience. Specialized and General Education are complementary educational aims that generate the basic framework for undergraduate education at the University of Illinois at Urbana-Champaign.

To appropriately balance specialized with General Educational aims, the UIUC Senate adopted a revised set of General Education requirements in 1989 and made provisions for the creation of a Campus-wide General Education Board to implement the new requirements. This document outlines guidelines from the General Education Board that must be met by courses proposed for General Education credit. These guidelines are distributed at this time so that departments may make use of them as they undertake revisions in courses and curricula in response to the new requirements. Additional guidelines concerning the specific form course proposals must take and the nature of the course review and approval process will be distributed separately.

The remainder of this document is divided into several sections. The first outlines a set of guidelines that apply to all General Education courses. This section is followed by separate sections outlining guidelines for courses within specific content areas.

### Part I: General Guidelines for All General Education Courses

#### 1 1. Basic Requirements and Instructional Goals to be met by General Education 2 Courses

3

4 1.1 In addition to meeting the basic requirements and instructional goals set forth in this section, a course  
5 approved for General Education credit must meet the requirements of a specific General Education  
6 content area as set forth in Part II of this document.

7 1.2 General Education courses must strive to broaden students’ understanding of human thought and  
8 achievement, to provide them a richer context within which to understand their own fields, to develop their  
9 communication skills, and to enhance their critical thinking about the materials in the course.

10

11 1.3 General Education courses should be designed to give students an opportunity to gain understanding  
12 of how significant data in a particular discipline or area of study are collected and analyzed, and the

13 theoretical underpinnings for these processes. Thus, General Education courses should focus on data  
14 and methods appropriate to the area.

15 1.4 General Education courses stress the importance of the students' ability to communicate. Appropriate  
16 means of developing and assessing the students' skills of communication relevant to the area, its data,  
17 and its methods should form a significant component of all General Education courses. Thus, where  
18 appropriate, General Education courses should include one or more of the following as graded exercises:  
19 writing assignments, moderated discussion, oral presentations, visual or artistic expression, or written  
20 exercises involving mathematical or other modes of formal symbolic expression.

21 1.5 General Education courses should introduce students to the theories, concepts, and methods of the  
22 discipline, but should be more than superficial introductions. They should strive to present their content in  
23 appropriate ways to students for whom this may be the only course taken in the discipline. At the same  
24 time, they should provide majors and potential majors in the discipline a meaningful introduction. In some  
25 disciplines, the same course might serve both for General Education and as an introductory course for  
26 the majors in those fields; in other disciplines; distinct courses might be indicated for these purposes.

27 1.6 General Education courses should deal broadly with the discipline or subject matter; in most  
28 instances, courses that concern narrowly focused topics or cover only a small sub-area of the discipline  
29 or field are not appropriate for General Education. Usually, General Education courses will be 100- or  
30 200-level courses; however, an upper-level course may be approved for meeting the General Education  
31 requirement if the course deals with the methodological or subject-matter issues of the discipline in  
32 sufficiently broad scope. In some instances the same course may fulfill the requirements for a major or a  
33 minor and for General Education.

34 1.7 Where appropriate, General Education courses should help students become familiar with scholarship  
35 on the significance of women and gender. Material drawn from this scholarship should be an integral part  
36 of a substantial number of General Education courses. To assure the effective implementation of this  
37 guideline the General Education Board will work with departments, colleges, and the campus  
38 administration to assure that there are adequate instructional development vehicles (workshops,  
39 seminars, course development funds, etc.) to aid the faculty in integrating the significant and increasingly  
40 visible scholarship about women and gender into General Education courses.

41 1.8 Individual courses will be approved to satisfy only one General Education requirement except as  
42 follows. Exceptions are the Advanced Composition, Quantitative Reasoning II, and the Cultural Studies  
43 requirements.

44 1.9 Courses approved for General Education should be for at least three hours credit, and classes should  
45 meet for at least three hours a week.

46 1.10 Although courses may form part of a sequence, the first course of such a sequence should be  
47 complete in itself, so that the students' understanding of the subject is not unduly limited if they do not  
48 take the second-level course.

49 1.1 Courses with variable content (open topic courses such as 199 and 299) will not be approved as  
50 General Education courses except in the case of the Advanced Composition requirement where the  
51 demands of the writing component of the course remains stable across variable topics  
52

53

## 54 2. Expectations for Offering, Staffing, and Evaluating General Education Courses

55 2.1 General Education courses should be offered on a continuing and regular basis, though they need not  
56 be offered every year. Once approved, departments must agree to offer a General Education course for a  
57 minimum of three years on a regular basis (e.g., every semester or once a year).

58 2.2 Courses approved for General Education credit will be thoroughly reviewed and reevaluated at the  
59 end of the initial three-year period and will be reapproved or disapproved by the GEB in accord with  
60 procedures approved by the Vice-Chancellor for Academic Affairs and the Senate Educational Policy  
61 Committee. Thereafter, courses will continue to be reviewed and reapproved or disapproved on a regular,  
62 though more extended, basis as is determined to be the minimal amount of time feasible for careful  
63 reviews by the General Education Board members.

64 2.3 A department offering an approved General Education course is responsible for assuring that the  
65 course is taught in line with the guidelines for General Education courses as summarized in the proposal  
66 seeking certification of the course for General Education credit. In pursuit of this goal, departments must  
67 have clear procedures for informing instructors about the guidelines and the certification proposal.

68 2.4 Responsibility for a General Education course rests with the department and normally should be  
69 exercised by a staff member of at least the rank of Assistant Professor a tenure-track, tenured, or  
70 specialized faculty member. Teaching assistants may teach General Education courses, including  
71 autonomous sections, under the close and regular supervision of an appropriate staff member.

72 2.5 Departments offering General Education courses have responsibility for developing appropriate  
73 means for preparing, supervising, and providing guidance to teaching assistants assigned to General  
74 Education courses.

75 2.6 Departments are responsible for assuring adequate staffing of General Education courses to be able  
76 to provide students the appropriate graded feedback on their work necessary to meet the disciplinary  
77 thinking and communication skill development objectives of General Education, as outlined in 1.4 above.

78 ~~2.7~~ Departments are responsible for assuring that there is appropriate and thorough evaluation of  
79 instruction in all courses approved for General Education. To assure the ongoing improvement of their  
80 General Education courses, departments are encouraged to develop and regularly employ discipline-  
81 appropriate methods of assessing instructional quality that include both peer review and student  
82 evaluations.

83 ~~2.8~~ Departments are responsible for developing appropriate instructional formats for courses proposed  
84 for General Education. The course format should not only be appropriate to the discipline and course  
85 content, but also should be consistent with the aims of General Education. In most instances the goals of  
86 General Education as set forth in these guidelines will not be met by instruction with mass lectures as the  
87 sole means of delivering instruction.

88

## 89 Part II: Guidelines for Courses in Specific Areas

90 Guidelines for courses in specific areas are outlined in this section.

### 91 1. English Composition

92 Each student must fulfill a two-part requirement, which is designated here as Composition I and  
93 Advanced Composition (formerly Composition II).

## 94 **1.1 Composition I**

95 1.1.1 The Composition I course requirement may be met by satisfactory completion of an approved  
96 course, taken at an appropriate skill level, in Rhetoric, Communication, or English as an ~~International~~  
97 Second Language.

98 1.1.2 Courses approved as meeting the Composition I requirement should be (a) courses that have  
99 instruction in writing as a primary emphasis; (b) include a full semester (or equivalent) of frequent and  
100 regular (e.g., weekly) writing assignments; (c) emphasize critical thinking, development of ideas, clarity of  
101 expression, and organization in addition to correct grammar, spelling, and formal writing structure; (d)  
102 emphasize multi-draft writing assignments; and (e) involve rigorous evaluation of writing assignments.

103 1.1.3 Courses approved for Composition I must have extensive and well-conceived systems for the  
104 preparation and ongoing supervision of teaching assistants. This should include a carefully designed and  
105 substantial orientation program and/or in-service education program for new teaching assistants  
106 assigned to the course. There should be substantial faculty participation in the Composition I courses,  
107 including classroom instruction and, most importantly, significant and sustained involvement in guiding  
108 the instructional work of teaching assistants assigned to the courses.

109 1.1.4 Courses approved for Composition I should be taught with section sizes consistent with the goal of  
110 promoting development of writing through directed rewriting following careful evaluation.

## 111 **1.2 Advanced Composition (formerly Composition II)**

112 1.2.1 The Advanced Composition requirement is met by completing an approved writing-intensive course.  
113 This requirement will normally be completed on the UIUC campus. Courses taken elsewhere must be  
114 individually evaluated and substantial documentation of the writing component provided if they are to  
115 satisfy the requirement.

116 1.2.2 Approved Advanced Composition courses may be in any department on the Campus, and will fall  
117 into one of three categories: (a) approved courses in the rhetoric and communication disciplines that build  
118 upon the Composition I requirement and have writing as their principal focus; (b) approved courses  
119 meeting another area of the General Education requirements that have a substantial writing component;  
120 and (c) approved courses meeting requirements within a major, minor, or elective field of study that are  
121 designed to require and enhance writing in the disciplinary subject matter. All departments are strongly  
122 encouraged to develop writing-intensive courses. Departmental undertakings in this area will be  
123 supported by the campus-wide Center for Writing Studies.

124 1.2.3 Approved courses meeting the Advanced Composition requirement can be at any level.

125 1.2.4 Courses approved to meet the Advanced Composition requirement must involve writing  
126 assignments that (a) demand analysis and synthesis of the subject matter of the course, or in the case of  
127 writing courses in the rhetoric and communication disciplines, application of the principles under study; (b)  
128 require substantial original composition (typically totaling at least 20 to 30 pages over the course of a  
129 semester); and (c) involve multiple drafts as graded exercises throughout the course of the semester. By  
130 special permission of the General Education Board a two-course sequence may be certified as fulfilling  
131 the Advanced Composition requirement, if the writing component of the sequence meets the standards

132 specified for certification of a single course; credit for Advanced Composition will not be given for  
133 completing only one course in the sequence.

134 1.2.5 The student-instructor ratio in courses approved to meet the Advanced Composition requirement  
135 should permit the thoughtful appraisal of written assignments. A substantial portion of the overall course  
136 grade should be based upon evaluation of the quality of written assignments.

## 137 **2. Quantitative Reasoning**

138 Each student must fulfill a two-part Quantitative Reasoning requirement, designated Quantitative  
139 Reasoning I and II.

### 140 **2.1 Quantitative Reasoning I**

141 To fulfill the Quantitative Reasoning I requirement the student must receive credit for at least one college-  
142 level course in mathematics, computer science, statistics, or formal logic. Guidelines for courses meeting  
143 the Quantitative Reasoning I requirement in each of these areas are detailed below.

144 2.1.1 Completion of the Quantitative Reasoning I requirement with a college-level course in mathematics  
145 shall involve one of the following: (a) a course in calculus or a mathematics course for which calculus is  
146 prerequisite; (b) an approved course in mathematics which emphasizes that mathematics involves logical  
147 thought processes and places little emphasis upon memorization and manipulation of mathematical  
148 formulas.

149 Clear organization and exposition of mathematical thought is to be expected throughout a course in  
150 Category (b). For instance, such a course might expose the student to the process of formulating  
151 conjectures on the basis of the study of examples, followed in elementary situations by finding proofs of  
152 the conjectures. A course in Category (b) should not cover primarily material included in high school  
153 courses in algebra, geometry, and trigonometry used to meet the Campus entrance requirements.

154 2.1.2 Courses in computer science approved as meeting the Quantitative Reasoning I requirement must  
155 involve problem formulation, algorithm development, a significant amount of coding in a programming  
156 language, and the application of computer programs to the solution of problems in one or more fields,  
157 including, for example, agriculture, education, engineering, natural science, social science, business,  
158 and/or architecture.

159 2.1.3 The Quantitative Reasoning I requirement may be met by a course in probability and statistics.  
160 Approved courses should emphasize the relationships between the assumptions of the probabilistic and  
161 statistical models presented and the conclusions drawn. The course(s) should not be primarily “cookbook”  
162 in nature and must require that students understand when it is appropriate and inappropriate to apply  
163 particular models.

164 2.1.4 The Quantitative Reasoning I requirement may be met by any course in philosophy that emphasizes  
165 the forms and methods of symbolic logic and scientific reasoning. The course must introduce students to  
166 the techniques of formal logic, including truth-functional logic and quantification theory; methods for the  
167 evaluation of scientific evidence; and the use of scientific information in decision making.  
168 Such course(s) must (a) teach the student how to translate verbal arguments into their symbolic  
169 counterparts; (b) cover the relationships between premises and conclusions, and thus foster logical  
170 thinking; and (c) involve the manipulation of symbols.

### 171 **2.2 Quantitative Reasoning II**

172 The Quantitative Reasoning II requirement may be met in any one of the three following ways.

173 2.2.1 The Quantitative Reasoning II requirement can be satisfied by completing a second course that has  
174 been approved to satisfy the Quantitative Reasoning I requirement.

175 2.2.2 The Quantitative Reasoning II requirement can be met by completing a course from the areas of  
176 mathematics, computer science, statistics, or formal logic that builds upon and expands a prerequisite  
177 course taken to meet the Quantitative Reasoning I requirement.

178 2.2.3 The Quantitative Reasoning II requirement can be met by an approved course in any department at  
179 the 100, 200 or 300- level in which at least 25 percent of the course material and graded material require  
180 the use of mathematics, computer science, probability and statistics, or symbolic logic consistent with the  
181 Quantitative Reasoning II guidelines, as described below.

182 2.2.3.a. The Quantitative Reasoning II requirement may be met by a course that incorporates  
183 mathematics. The course should include one of the following: (a) the use of calculus or mathematics for  
184 which calculus is a prerequisite; (b) mathematics which involves logical thought processes and places  
185 little emphasis on memorization and manipulation of mathematical formulas. Clear organization and  
186 exposition of mathematical thought is to be expected in a course in Category (b). A course in Category (b)  
187 should not cover, but may be based on, material included in high school courses in algebra, geometry,  
188 and trigonometry used to meet the Campus' entrance requirements. 2.2.3.b. The Quantitative Reasoning  
189 II requirement may be met by a course that incorporates the following computer science principles:  
190 problem formulation; algorithm development; coding in a programming language; and the application of  
191 computer programs to the solution of problems. 2.2.3.c. The Quantitative Reasoning II requirement may  
192 be met by a course that incorporates probability and statistics. Approved courses should emphasize the  
193 relationships between the assumptions of the probabilistic and statistical models presented and the  
194 conclusions drawn. The material should not be primarily "cookbook" in nature and must require that  
195 students understand when it is appropriate and inappropriate to apply particular models. 2.2.3.d. The  
196 Quantitative Reasoning II requirement may be met by any course that incorporates philosophy which  
197 emphasizes the forms and methods of symbolic logic and scientific reasoning including: formal logic,  
198 including truth-functional logic and quantification theory; methods for the evaluation of scientific evidence;  
199 and the use of scientific information in decision making. The material must: (a) include the translation of  
200 verbal arguments into their symbolic counterparts (b) cover the relationships between premises and  
201 conclusions, and thus foster critical thinking; and (c) involve the manipulation of symbols.

### 202 **3. Language Other Than English**

203 To ensure that all UIUC graduates will have a working knowledge of a language other than ~~their primary~~  
204 language English, each student must obtain credit or demonstrate proficiency at the third college  
205 semester level or satisfactorily complete the third secondary school year of ~~another~~ language other than  
206 English.

207 3.1 To have its language course sequence approved as meeting the General Education requirement,  
208 each language department must develop a statement of competencies expected of a student  
209 satisfactorily completing the third-semester level course. These competencies should be stated as a  
210 range of skills in reading, writing, speaking, and listening that demonstrate general language proficiency  
211 and contribute to cultural understanding. These competencies will vary from one language department to  
212 another.

213 3.2 Courses approved as meeting the Language Other Than English requirement should have well  
214 designed systems for the preparation and ongoing supervision of teaching assistants by faculty.

215 3.3 Courses approved as meeting the Language Other Than English requirement should be taught with  
216 section sizes small enough to promote development of a substantial working knowledge of the language.

#### 217 **4. Natural Sciences and Technology**

218 Each student must satisfactorily complete at least ~~nine~~ six credit hours of approved coursework in the  
219 Natural Sciences and Technology. Guidelines for Physical Sciences, Life Sciences, and Technology  
220 follow.

221 4.1 To be approved for General Education credit, a course in the Physical Sciences (a) must be  
222 introductory in nature and present (or have as a prerequisite a college course that presents) the  
223 fundamentals of the physical science; and (b) should emphasize scientific methodology by involving the  
224 student in making observations, evaluating data, and solving problems. The course may be one required  
225 for majors in the physical sciences and technology or a course designed for non-specialists; courses  
226 designed for non-specialists should include coverage of the relationship of the physical science to human  
227 and environmental problems.

228 4.2 To be approved for General Education credit, a course in the Life Sciences (a) must be an  
229 introductory course which presents (or has as a prerequisite a college course that presents) the  
230 fundamentals of biological science, including genetics/speciation/evolution, growth/differentiation,  
231 metabolism/bio-energetics and ecology/ethology; and (b) should emphasize scientific methodology by  
232 involving the student in making observations, evaluating data, and solving problems. The course may be  
233 one required for majors in the life sciences and technology or a course designed for non-specialists;  
234 courses designed for non-specialists should include coverage of the relationship of the life sciences to  
235 human and environmental problems. Introductory courses for majors in the life sciences that do not cover  
236 all the topics specified under (a) above may be certified for General Education credit by special  
237 permission of the General Education Board.

238 4.3 Courses that are approved for General Education credit in the Natural Sciences and Technology  
239 category may focus primarily on technology and its application to the Natural Sciences. However, these  
240 courses must be submitted for approval in either the Physical Sciences or Life Sciences and satisfy the  
241 requirements listed above. Courses with an emphasis on technological application (a) should emphasize  
242 the applications of the sciences to the solution of human and societal problems; (b) should be  
243 comprehensive enough to give a broad perspective on the implications of technology to society; and, (c)  
244 should emphasize the problem-solving nature of technology by involving the student in such activities  
245 rather than being simply descriptive and requiring only memorization of facts.

#### 246 **5. Humanities and the Arts**

247 Each student must satisfactorily complete at least ~~nine~~ six credit hours of approved coursework in the  
248 humanities and the arts. ~~At least~~ It is recommended that one course ~~must~~ be from an approved list of  
249 courses in literature and the arts and ~~at least one must be~~ the other from an approved list of courses in  
250 historical and philosophical perspectives.

251 5.1 The Humanities and the Arts are those studies which foster skill in communication; discriminating  
252 judgment and the appreciation of ideas; an understanding of human cultural traditions; an appreciation of  
253 cultural, ethnic and national diversity; conceptions of literary, artistic, philosophical or historical criticism;  
254 and reflection on goals for human life. All courses approved for General Education credit in the



255 Humanities and the Arts should fulfill these goals by (a) introducing students to the typical critical  
256 approaches and methods utilized in the discipline and to past accomplishments in the field; (b) relying  
257 substantially on primary texts and sources; (c) requiring substantial writing; and (d) approaching their  
258 subjects in ways that would be intellectually challenging for majors as well as non-specialists.

259 5.2 Courses in literature approved for General Education credit (a) should involve study of texts, in prose  
260 or verse, that have exemplary style and express themes of more than temporary value; and (b) should  
261 address appropriate issues concerning the work's author, structure and content, language and style,  
262 historical context and audience, and expressed and implied cultural attitudes and values.

263 5.3 Courses in the arts approved for General Education credit (a) will study the art forms produced  
264 through the written arts, music, architecture, dance, theatre, painting, sculpture, other visual arts; (b) will  
265 address appropriate issues concerning the characteristics and essential qualities of the medium; (c) and  
266 will address such basic questions as the social function of the art form, its means of conveying meaning,  
267 and how it and other art forms are to be evaluated. Courses in the arts approved for General Education  
268 credit may involve the student in the experience of the actual doing of the art; to be approved for General  
269 Education credit, such courses must meet both the general criteria for all Humanities and the Arts  
270 courses as well as those detailed in this paragraph for courses in the arts.

271 5.4 Courses presenting a historical perspective for General Education credit (a) should attend to  
272 questions of continuity in human experience and elucidate how human institutions, ideas, beliefs, and  
273 social structures have developed; (b) should facilitate individuals' understanding of who they are and how  
274 their society came to be by promoting a fuller cognizance of human traditions; (c) should foster a "sense  
275 of the past" that allows individuals to learn from the successes and failures of their predecessors; and (d)  
276 should nurture social sensitivity and lessen provincialism. Courses with a historical perspective that are  
277 approved for General Education credit should (a) pursue these goals by surveying a broad chronological  
278 and/or geographic aspect of human history; and (b) combat present-mindedness and deficiencies in  
279 historical knowledge by familiarizing students with significant movements, persons and events in their  
280 intellectual, social, economic, and political contexts.

281 5.5 Courses presenting a philosophical perspective for General Education credit (a) should involve critical  
282 inquiry into problems of human thought, value, or existence; (b) should engage students in the critical  
283 and/or historical study of philosophical issues; and (c) should involve either (i) attention to contemporary  
284 philosophical works presenting different perspectives on recurring intellectual, cultural, or social issues  
285 and problems; or (ii) study of an important institution, discipline or practice (e.g., law, religion, art,  
286 reasoning, science) that explores its place in life generally, its relation to others endeavors, and its claim  
287 to importance.

## 288 **6. Social and Behavioral Sciences**

289 Each student will satisfactorily complete at least ~~nine~~ six credit hours of approved coursework in the  
290 social and behavioral sciences. ~~At least~~ It is recommended that one course ~~must~~ be from an approved list  
291 of courses in social sciences and ~~at least one~~ the other course ~~must be~~ from an approved list of courses  
292 in behavioral sciences.

293 6.1 To be approved for General Education credit, a Social Science course (a) should provide  
294 opportunities for studying social groups, institutions, and organizations, and their context; (b) should have  
295 a primary emphasis upon persons in relation to others and their environment; (c) should formulate basic  
296 questions and inquiry about the nature of social life through both interpretive and systematic analyses; (d)

297 should address a broad area, chronologically, geographically or culturally; and (e) should reflect concern  
298 both for methodological and substantive issues.

299 6.2 To be approved for General Education credit, a Behavioral Science course (a) should concern the  
300 empirical approach to the study of human behavior; (b) should be broadly conceived; and (c) should give  
301 appropriate attention to both the general issues and methods of the behavioral sciences.

302 6.3 For courses that might involve some crossover between the Social Sciences and the Behavioral  
303 Sciences or between the Social Sciences and the Humanities, departments are responsible for proposing  
304 and defending courses as appropriate candidates for a particular General Education category.

## 305 7. Cultural Studies

306 Each student must obtain General Education credit for ~~two~~ three courses (at least nine hours) approved  
307 for satisfaction of the Cultural Studies requirement. One of these must be approved and designated as  
308 concentrating on Western culture, ~~and one on either non-Western culture, and one on~~ or U.S. Minority  
309 culture. These courses may fulfill other curricular requirements, but ~~may not both be taken from the same~~  
310 General Education no single course can fulfill multiple Cultural Studies categories.

311 7.1 Courses approved as meeting the Cultural Studies requirement (a) should be concerned broadly with  
312 culture understood as the interaction among the intellectual, artistic, political, economic, and social  
313 aspects of a society ~~of~~ or other cultural grouping; (b) should treat topics and issues that can be expected  
314 to promote a deepened understanding of the culture(s) focused upon; and (c) provide either (i) a broad  
315 description and analysis of the interaction of intellectual, artistic, political, economic, social, and other  
316 aspects of a society's cultural life; (ii) an intensive investigation of the cultural life of a society or group in a  
317 particular time and place; (iii) a focused investigation of particular aspects of a society's or group's culture  
318 (e.g., its art, literature, and music); or (iv) a comparative investigation of cultural systems and the  
319 development of constructs for cross-cultural sensitivity and analysis.

320 7.2 Courses approved as Western Cultures courses should provide deepened understanding and  
321 appreciation of significant aspects of the cultural tradition evolved from the confluence of Greek and  
322 Roman philosophical thought and European religious traditions (i.e., the cultural traditions associated with  
323 European and North American countries).

324 7.3 Courses approved for the Non-Western Cultures category (~~including U.S. Minority cultures~~) should  
325 provide deepened understanding and appreciation of significant aspects of cultural traditions originating  
326 outside the Western cultural tradition ~~or outside the dominant cultural tradition of the United States.~~

327 7.4 Courses approved for the U.S. Minority Cultures category should provide deepened understanding  
328 and appreciation of significant aspects of the cultural tradition of a socially-significant, non-dominant  
329 population of the United States. Courses that focus on a racial minority should appropriately and  
330 substantially address the experiences, conditions, and perspectives of that population. Courses that  
331 focus on socially-significant, non-racial minority identities (for example, sexuality, gender, religion, and  
332 disability) or broadly on diversity, inequality, or discrimination should significantly represent the  
333 experiences of U.S. racial minority populations.

334 7.54 Departments may also wish to develop courses that treat western and non-western cultures  
335 comparatively in the same course. Such courses will count in the Western Cultures category.

336 7.65 In some instances, it will be difficult to ascertain whether cultures are Western or non-Western from  
337 purely geographical or group designations (e.g., Latin America or Middle East), and appropriate

338 categorization will depend upon the emphasis of the particular course. Departments shall be responsible  
339 for designating and providing the rationale for proposed categorizations.

## 340 **8. Perspectives on Women and Gender**

341 The Senate has directed that material drawn from the scholarship in the various fields of inquiry on the  
342 significance of women and gender be made an integral part of a substantial number of General Education  
343 courses. Attention to such materials is important both to enhance students' awareness of the  
344 contributions made by women in scientific, artistic, political, economic, and intellectual arenas and to  
345 further understanding of the changing and dynamic nature of gender roles and relationships in  
346 contemporary society.

347 8.1 The general guidelines detailed above applying to all General Education courses state that "where  
348 appropriate, General Education courses should help students become familiar with scholarship on the  
349 significance of women and gender. Material drawn from this scholarship should be an integral part of a  
350 substantial number of General Education courses." Departments must take special care to assure that  
351 appropriate attention is given to scholarship concerning women and gender issues in courses proposed  
352 for General Education approval.

353 8.2 Departments are also encouraged to develop courses for General Education credit that focus directly  
354 upon women and gender issues. Courses should be available that explore such issues from a variety of  
355 perspectives (historical, economic, social, cultural, etc.).

356 8.3 As a means of expanding students' exposure to the contribution of women in the various disciplines,  
357 faculty proposing courses should give attention to assuring that appropriate scholarship by women is  
358 included in courses proposed for General Education credit.

359 8.4 As was noted in the general guidelines above, the General Education Board will work with  
360 departments, colleges, and campus administration to assure that there are adequate instructional  
361 development vehicles (workshops, seminars, course development funds, etc.) to aid the faculty in  
362 integrating the significant and increasingly visible scholarship about women and gender into General  
363 Education courses.

## FAQ for EP.17.74 Proposed Revisions to the Guidelines for General Education Courses (GB.91.02)

*Background:* In May, 2016, the Senate approved [EP.16.80](#), which amended the general education requirements for all baccalaureate degree programs such that, effective starting in the Fall, 2018 term, undergraduates will be required to complete three Cultural Studies courses: One Non-Western Cultures course, one U.S. Minority Cultures course, and one Western Cultures course. EP.16.80 also charged the General Education Board to:

- 1) Review criteria for approval of courses in all Cultural Studies categories and for courses to be approved in multiple General Education categories. Proposed changes were to be submitted to the Senate Educational Policy Committee on or before December 31, 2016.
- 2) Review disparities between [EP.89.09](#) as amended by EP.16.80 and [GB.91.02](#) on one hand and the implementation of General Education as amended by EP.16.80 on the other hand, and recommend further amendments or revisions to EP.89.09 and/or GB.91.02. This reconciliation was due to the Senate Educational Policy Committee on or before March 1, 2017.

Item #1 was submitted to the Senate Educational Policy Committee as [EP.17.51](#) and was reported to the Senate on March 6, 2017. On February 27, 2017, item #2 was submitted to the Senate Educational Policy Committee as EP.17.74. It was carried over from the 2016-2017 academic year and reviewed and approved by the Senate Educational Policy Committee at the first meeting of the 2017-2018 academic year on August 28, 2017.

*Q: What is EP.89.09?*

A. EP.89.09 is the policy on general education written by the Senate Educational Policy Committee and approved by the Senate. It revised general education requirements that were set in 1962 and had essentially remained in place from 1962 until 1989.

*Q. What is GB.91.02?*

A. GB.91.02, written by the General Education Board in 1992, sets the guidelines for general education courses. It has both basic requirements for all courses as well as category-specific requirements. Academic units reference GB.91.02 for guidance in revising and proposing courses for general education certification and recertification, and the General Education Board uses the criteria outlined in GB.91.02 when reviewing these course proposals.

*Q. What is the purpose of EP.17.74?*

A. The purpose of EP.17.74 is a reconciliation mission—to bring up-to-date the policies that were established in 1989 such that they are aligned with current practice, and to incorporate the amendment of EP.89.09 by EP.16.80. It updates GB.91.02 so that the Gen Ed Board and the academic units who use this document for reference have clear and current guidelines.

*Q. Does EP.17.74 change policy?*

No. GB.91.02, the document EP.17.74 amends, is a practice document, not a policy document. The Gen Ed Board did not propose any changes to general education policy in EP.17.74. The edits to the number

of hours required in certain categories is not a change in policy; rather, this is reflective of practice around General Education on this campus that has been in place for several years. For the sake of transparency for all stakeholders, it is important to have an accurate practice document. EP.17.74 edits GB.91.02 to create that accurate documentation of practice.

*Q. EP.17.74 contains language on the criteria for courses to be approved in the U.S. Minority Cultures category (7.4). Is the criteria open for debate to assess if that language meets the directive of the Senate as set forth in EP.16.80?*

A. No. The language in 7.4 for the criteria for courses in the U.S. Minority Cultures category was approved by the Senate Educational Policy Committee as EP.17.51, which was reported to the Senate on March 6, 2017. EP.17.74 solely addresses #2 of the charge to the Gen Ed Board from EP.16.80, and in bringing the practice document, GB.91.02, in alignment with both current practice as well as implementation of General Education as amended by EP.16.80, EP.17.74 simply incorporates the language for the Cultural Studies criteria as set forth in EP.17.51.

*Q. Does passage of EP.17.74 prohibit future consideration of amendments to general education?*

A. No; as noted previously, EP.17.74 updates practice documents so they are current and does not preclude reconsideration of General Education policy in the future.

### Comparison of the General Education Requirements from EP.89.09 with Current Practices

Requirement	EP.89.09 Hours	Current Practice/EP.17.74 Hours
Composition I	4-6	4-6
Advanced Composition	3-4	3-4
Language Other than English <sup>1</sup>	0-20	0-20
Natural Science & Technology	9 <sup>2</sup>	6
Humanities & the Arts	9 <sup>3</sup>	6
Social & Behavioral Science	9 <sup>4</sup>	6
Cultural Studies <sup>5</sup>	6	9

<sup>1</sup>The Colleges of Liberal Arts and Science and Business require proficiency through the fourth level of one language other than English; all other colleges require proficiency through the third level. Language Other Than English courses are either four- or five-hours credit. A student who fulfills this requirement in high school will not be required to take any additional coursework (hence, the minimum of 0 hours); a student in LAS or BUS who chooses a language that has courses which are five hours each would need the maximum noted in the table, 20 hours.

<sup>2</sup>EP.89.09 recommends one course in Physical Sciences and one course in Life Sciences, with at least one of these courses “involv(ing) substantial experience in laboratory methods.”

<sup>3</sup>EP.89.09 indicates at least one course from the 9 hours must be in the Literature and the Arts and at least one course must be in the Historical and Philosophical Perspectives.

<sup>4</sup>EP.89.09 indicates at least one course from the 9 hours must be in the Social Sciences and at least one course must be in the Behavioral Sciences.

<sup>5</sup>EP.89.09 stipulates one course must be a Western Cultures and the other either a non-Western or U.S. Minority Cultures. EP.16.80 changed this requirement to one Western Cultures, one non-Western Cultures, and one U.S. Minority Cultures.