

Gen Ed Structure Work Group Report

August 31, 2022. Laura W Gariepy (Chair), Elizabeth W Edmondson,
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Gen Ed Structure Work Group Report

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Background

In April 2022, the General Education Structure Work Group (GESWG), a subgroup of the VCU General Education Curriculum Committee, was charged with the following task:

- + Determine how to best incorporate two new literacies (entrepreneurial literacy and computational literacy) while maintaining a broad-based general education curriculum
- + Identify options and flexibilities to accommodate new literacies
- + Address challenges for programs with little flexibility in their curricula

The GESWG was charged simultaneously with two other work groups, respectively focused on developing definitions and criteria for entrepreneurial literacy (EL) and computational literacy (CL).

The work group's membership is:

Elizabeth Edmondson, Education
Laura Gariepy (Chair), VCU Libraries
Meghan Gough, Urban and Regional Studies and Planning
Chris Martiniano, Focused Inquiry
Bernardo Piciche', World Studies
Angela Reynolds, Mathematics and Applied Mathematics**

**Chair-elect and former Chair, General Education Curriculum Committee



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Background (cont'd)

The primary audiences for this report are the General Education Curriculum Committee (GECC), the General Education Assessment Committee (GEAC), the Senior Vice Provost for Academic Affairs, and the Provost. The report should be read in the larger context of Gen Ed at VCU. If there is interest in sharing this report beyond the primary audiences listed above, the GESWG recommends that the report is modified for the wider audience.

The document explicates a broad range of potential options to incorporate the new literacies into undergraduate education. In each option offered, we articulate how inflexible curricula may be affected (if applicable), as well as the advantages and disadvantages of each approach.

Because we present a wide variety of options in this report, we kept our focus on the breadth of ideas presented, as opposed to detailing the nuances of each one. However, the GESWG stands ready to collaborate with the GECC, GEAC, and the Provost's Office to further explore or elaborate on any of the various flexibilities presented.



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Initialisms and Abbreviations

A number of initialisms and abbreviations are used throughout this document. For clarity, they are listed here:

AOI	Area of Inquiry
BOK	Breadth of Knowledge
CL	Computational Literacy
ConnectED	VCU's current general education curriculum
EL	Entrepreneurial Literacy
GEAC	General Education Assessment Committee
GECC	General Education Curriculum Committee
Gen Ed	General Education
GESWG	General Education Structure Work Group
RL	Racial Literacy
SCHEV	State Council of Higher Education of Virginia
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
UCC	University Undergraduate Curriculum Committee



Methodology

The GESWG commenced work in April 2022 and worked through the summer, meeting weekly with rare exceptions. Our primary preparatory work was to deeply understand VCU's General Education (Gen Ed) curriculum: both the current version and that which will be implemented in Fall 2023. We also sought to learn as much as possible about the local context at VCU as it pertains to both Gen Ed and undergraduate education more broadly. We read documentation related to the formation¹ and implementation² of VCU's current Gen Ed, known as [ConnectED](#). Some work group members attended the [ConnectED Symposium](#) in May, and/or watched recordings of the content thereafter. The work group chair attended the Lamborn-Hughes Institute at Colorado State University in June 2022, along with several other Gen Ed stakeholders from VCU, focusing on how these new literacies might be incorporated into the curriculum. The team who attended the Institute worked to fully understand the scope of the challenges and strengths of VCU's Gen Ed, and developed [a document](#) outlining this understanding, plus recommendations for its continued curricular development. The report was submitted to the GECC and GEAC chairs, the GECC work group chairs (CL, EL, and GESWG), the Senior Vice Provost for Academic Affairs, and the Provost.

The GESWG also spent time reviewing general education curricula at VCU's peer and aspirational peer institutions, as well as Virginia R1s³, with a focus on those that are subject to SACSCOC and/or SCHEV regulations. **Our intent was not to find a curriculum that we could replicate, as we understood that our local context was paramount in developing an array of options to incorporate the new literacies. Rather, our intent was to expand our knowledge of the different manifestations general education can take.**



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1. Final Report to the Provost from the General Education Task Force: GenEd 30
2. [Provost's General Education website](#), [VCU Undergraduate Bulletin](#), [ConnectED website](#)
3. [VCU Peer Institutions](#)

Methodology (cont'd)

It was beyond the scope of our work group to seek broad university-wide input on how to incorporate EL and CL into the General Education curriculum. Therefore, most of our discussion and idea generation happened within the work group. The GESWG chair also stayed in regular communication with the Senior Vice Provost for Academic Affairs, and the CL and EL work group chairs. We spoke with six academic advisors in various VCU schools and majors, who shared their impressions of the current Gen Ed curriculum. Our goal was to increase our awareness of some of the perceived strengths and weaknesses from advisors, and therefore, indirectly, from students. These discussions expanded our understanding of Gen Ed at VCU beyond our own experiences and perspectives we could gain from other faculty colleagues in our departments. The advisors' perspectives were helpful in surfacing issues we had not fully considered.

We look forward to the GECC's fuller undertaking of soliciting wider input and feedback related to this report, which will be critical for the success of any modifications to VCU's General Education Program.



Foundations of Learning (15-16 Credits)

(30 Credits):

<p>The General Education Curriculum requires that all students take 15-16 credits of Foundations of Learning courses. Students will now be required to complete courses from at least three of the four Areas of Inquiry, taking at least three credits in each area. (Currently, all four Areas of Inquiry are required.) These courses provide the student with the core competency skills necessary for academic success across all disciplines: Communicative Fluency; Ethical Reasoning; Global and Cultural Responsiveness; Information Literacy; Problem Solving (Critical and Creative); Quantitative Literacy</p>
<p>UNIV 111, UNIV 112, and UNIV 200 (12 Credits)</p>
<p>The appropriate foundational math class: (3-4 credits) BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212</p>
<p>Racial literacy requirement (3 Credits)</p>

Areas of Inquiry (14-15 Credits)

<p>To fulfill the Areas of Inquiry requirements, a student must complete 14-15 credits from the identified areas, nine of which will come as a result of fulfilling the Breadth of Knowledge requirements. Students will be required to complete courses from at least three of the four Areas of Inquiry, taking at least three credits in each area below, and may take no more than two courses with the same four-letter prefix (ex. RELS, MGMT) regardless of the area of inquiry under which they are listed.</p>	
<p>Diversities in Human Experience (3 Credits)</p>	<p>These courses will introduce students to the modes of inquiry used in the study of social institutions and human behavior. Students enrolled in these courses will seek to investigate the relationship between the individual and society and the varieties of human psychology and development.</p>
<p>Creativity, Innovation, and Aesthetic Inquiry (3 Credits)</p>	<p>Courses in this area encourage students to examine the circumstances that produce creative work; investigate the criteria used to judge creative work; and consider the role of imagination in expressing the human condition.</p>
<p>Global Perspectives (3 Credits)</p>	<p>Through these courses students will encounter and comprehend cultures and contexts outside the U.S.; develop an understanding of how the world is interconnected; and consider alternative viewpoints among disciplines, histories, and cultures.</p>
<p>Scientific and Logical Reasoning (3 Credits)</p>	<p>These courses examine how logical and empirical methods can be used to form and revise beliefs; use scientific concepts to describe the world and formulate questions; and model phenomena through the use of mathematics, computer programs, and physical representations.</p>

Breadth of Knowledge

<p>To fulfill the Breadth of Knowledge requirement, a student must complete at least three credits in each of the areas listed below. These hours will also count towards the 14-15 credit-hour Areas of Inquiry requirements.</p>	
<p>Humanities/fine arts (3 Credits)</p>	<p>AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230</p>
<p>Natural sciences (3 Credits)</p>	<p>BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207</p>
<p>Social behavioral sciences (3 Credits)</p>	<p>ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWs 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210</p>

Summary of approved General Education curriculum structure for Fall 2023

A description of the current Gen Ed curriculum, which was implemented in Fall 2021, can be found on the [ConnectED website](#). However, the curriculum will change in Fall 2023 with the addition of a Racial Literacy (RL) requirement. The inclusion of the requirement was approved by the University Undergraduate Curriculum Committee (UUC) in spring 2022. Specific courses are being reviewed and the undergraduate bulletin is being updated through fall 2022. When we present options for incorporating the CL and EL throughout this doc, we draw comparisons to the Fall 2023 version of Gen Ed that includes RL to elucidate the changes we are proposing.

Details about the fall 2023 Gen Ed curriculum can also be found on the [ConnectED website](#). A brief summary is outlined below.

Students will be required to take:

+ 15-16 credits in the [Foundations of Learning courses](#) (UNIV, MATH/STAT, and Racial Literacy)

+ 14-15 credits from three of the four remaining [Areas of Inquiry](#) by:

+ Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

+ Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic [Breadth of Knowledge requirements](#) of natural science, social/behavioral science and humanities/fine arts

Assumptions

Before developing options for incorporating the new literacies into the curriculum, the GESWG spent time developing and verifying a set of assumptions about our charge and Gen Ed at VCU. Our assumptions were drawn from several sources: our charge; discussions with the Senior Vice Provost for Academic Affairs; [the current Gen Ed curriculum](#); [the GenEd30 Report](#) that led to the formation of our current Gen Ed curriculum; and the [recommendations](#) document from the VCU team that focused on Gen Ed issues at the [2022 Lamborn Hughes Institute](#). The assumptions we established are:

The Gen Ed curriculum is the Provost's Office preferred portion of undergraduate coursework in which EL and CL should be integrated.

The University is interested in retaining the overall structure of the current Gen Ed curriculum (acknowledging that it will change some in Fall 2023 when RL is incorporated). We are not rebuilding the Gen Ed curriculum from the ground up, but rather incorporating new content into an existing structure. Portability of the Gen Ed is key. Students who change majors should not have to complete more Gen Ed courses as a result.

Ideally, EL and CL would be integrated into the Gen Ed curriculum without increasing students' time (and therefore, cost) to degree completion.

Changes to Gen Ed -- particularly those that might increase the number of credits in the curriculum -- may disproportionately affect majors with less flexibility. Special effort should be made to present options that are able to accommodate these majors.

EL and CL should become required (as opposed to optional) parts of the undergraduate curriculum.



Assumptions (cont'd)

The assumptions we established are: The Gen Ed curriculum must be in compliance with our accreditors' requirements.

+ **The most relevant SACSCOC requirements⁴ are:**

GenEd30 curriculum is to be governed by a coherent rationale as required by The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

+ To fulfill the Breadth of Knowledge (BOK) requirement, a student must complete at least 3 credits in each of the SACSCOC-mandated subject areas (humanities, natural sciences/mathematics, and social/behavioral sciences). These credits will also count towards the AOI requirements. The work group is operating under the assumption that BOK requirements should continue to be fulfilled through the Gen Ed curriculum.

+ **The most relevant SCHEV requirements⁵ are:**

All students must demonstrate learning in six areas. Four of these are required by SCHEV: written communication, critical thinking, quantitative reasoning and civic engagement. Two are chosen by each university; VCU's selected competencies are: information literacy and global and cultural responsiveness.

New competencies should be achievable through courses in multiple disciplines. Recommendations should avoid scenarios in which courses related to a new literacy are taught by a single department, such as computer science teaching all CL courses.

The Gen Ed curriculum should invite student agency in course selection as much as possible, while aspiring to a clear, simple Gen Ed structure that is easy for students to navigate.

Although changes to the Gen Ed curriculum could result in budgetary impact for academic departments, it is beyond the scope of the GESWG to consider fiscal implications.



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4. [The Principles of Accreditation](#), SACSCOC, Section 9.3.

5. [Policy on Student Learning Assessment and Quality in Undergraduate Education](#), SCHEV.

Assumptions (cont'd)

We assume that the University will be primarily interested in recommendations that conform to all of the assumptions listed above. However, as our work progressed, the GESWG had wide-ranging discussions and ideas about how CL and EL could be integrated into the undergraduate curriculum.

Some of the ideas we explored are not consistent with all of the assumptions listed above; some are not even directly related to Gen Ed. We elected to include those options in this report nonetheless in order to a) show the full scope of our thinking and b) present ideas that may have potential but have not been previously considered.



Options and Flexibilities



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Options and Flexibilities

This report contains several options for integrating CL and EL into the undergraduate curriculum, organized in three categories:

- Category 1:** Options that maintain a 30-credit Gen Ed
- Category 2:** Options that increase credits in Gen Ed, not to exceed 36 credits
- Category 3:** Options that allow CL and EL to be fulfilled outside of Gen Ed

The options presented are just that: options. The GESWG determined it was beyond our scope to recommend which of these options would be most suitable for VCU, and instead focused on developing a thorough and creative corpus of ideas to be fully considered by the GECC, university administration, and ultimately, faculty and students. We stand ready to more deeply explore any options that are of particular interest, or to consider other models that are not included here.

The options presented are not mutually exclusive. Many could be combined with other options in whole or in part.



Options that maintain a 30-credit Gen Ed



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Options 1A through 1E that maintain a 30-credit Gen Ed



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Option 1A (30 Credits):

Foundations of Learning (21-22 Credits)

The General Education Curriculum requires that all students take 21-22 credits of Foundations of Learning courses including Racial Literacy, Computational Literacy, and Entrepreneurial Literacy.

UNIV 111, UNIV 112, and UNIV 200 (9 Credits)

The appropriate foundational math class: (3-4 credits)
 BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212

Literacies Requirement:
 Racial literacy requirement (3 Credits)
 Computational literacy requirement (3 Credits)
 Entrepreneurial literacy requirement (3 Credits)

Areas of Inquiry (8-9 Credits)

To fulfill the Areas of Inquiry requirements, a student must complete 8-9 credits from the identified areas, taking at least three credits in each area below, and may take no more than two courses with the same four-letter prefix (ex. RELS, MGMT) regardless of the area of inquiry under which they are listed.

Diversities in Human Experience (3 Credits)	CLED 200, CSIJ 200, ECON 202, GRTY 200, GSWS 201, HADM 215, HIST 201, HSEP 101, MASC 101, MASC 274, NURS 103, NURS 104, PHIL 201, POLI 103, PSYC 101, RELS 108, SLWK 200, SOCS 340, SOCY 101, TEDU 207, UNIV 299
Creativity, Innovation, and Aesthetic Inquiry (3 Credits)	ALHP 202, ARTE 222, ARTH 201, CREA 201, DANC 230, EDUS 203, EGMN 111, ENGL 215, ENGL 217, ENGL 250, IDES 261, INNO 210, MHIS 251, MHIS 252, MKTG 222, NEXT 240, SPCH 221, THEA 215, WRLD 203, WRLD 230
Global Perspectives (3 Credits)	AFAM 111 Studies, ANTH 103, BUSN 205, ECON 203, ECON 205, ECON 210, HIST 202, INTL 101, INTL 295, MASC 151, POLI 105, SEDP 202, SOCY 250, URSP 350/INTL 345/FRLG 345
Scientific and Logical Reasoning (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, CHEZ 101, CLLS 202, CMSC 210, EGRB 102, EGRB 105, ENVS 201, FIRE 301, FRSC 202, HPEX 310, INSC 201, MATH 120, PHIL 221, PHYS 101, PHYS 103, PHYS 201, PHYS 207, SCTS 200, TEDU 210

Breadth of Knowledge

To fulfill the Breadth of Knowledge requirement, the AOI credits must also fulfill the BOK requirements; Racial Literacy, Computational Literacy, and Entrepreneurial Literacy may meet requirements for certain Breadth of Knowledge courses.

Humanities/fine arts (3 Credits)	AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230
Natural sciences (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207
Social behavioral sciences (3 Credits)	ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWS 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210

Option 1A that maintains a 30-credit Gen Ed

Add EL and CL to the Foundations portion of the Gen Ed Curriculum and increase student choice in AOI course selection.

This option would require that all students take 21-22 credits of Foundations of Learning courses including RL, CL, and EL. Students would be required to complete additional courses of their choice among the four AOIs, taking at least 8-9 credits. The AOI credits must also fulfill the BOK requirements. Given the overlap of AOIs and BOKs credits whenever there are changes in the credits or AOI requirement, the BOKs further narrow the choice associated with these credits. Therefore, in many of the options presented, including this one, flexibility could be gained by:

1. Allowing Foundations courses and AOI courses to meet the BOK requirement if they are inline with BOK descriptions.
2. Ensuring that the CL or EL courses meet requirements for certain BOKs
3. Allowing RL courses to meet the BOK requirement, if they are in line with BOK descriptions.
4. Reverting to a BOK in Math/Natural Science requirement as stated in the SACSCOC standards and allowing the mathematical science requirement in Foundations to satisfy this. The BOK requirement in VCU's current General Education model is a natural science class, rather than a natural science or mathematics course.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**
 15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)
 14-15 credits from three of the four remaining Areas of Inquiry by:
 Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits
 Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts

Option 1A (30 Credits):

Foundations of Learning (21-22 Credits)

The General Education Curriculum requires that all students take 21-22 credits of Foundations of Learning courses including Racial Literacy, Computational Literacy, and Entrepreneurial Literacy.

UNIV 111, UNIV 112, and UNIV 200 (9 Credits)

The appropriate foundational math class: (3-4 credits)
 BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212

Literacies Requirement:
 Racial literacy requirement (3 Credits)
 Computational literacy requirement (3 Credits)
 Entrepreneurial literacy requirement (3 Credits)

Areas of Inquiry (8-9 Credits)

To fulfill the Areas of Inquiry requirements, a student must complete 8-9 credits from the identified areas, taking at least three credits in each area below, and may take no more than two courses with the same four-letter prefix (ex. RELS, MGMT) regardless of the area of inquiry under which they are listed.

Diversities in Human Experience (3 Credits)	CLED 200, CSIJ 200, ECON 202, GRTY 200, GSWS 201, HADM 215, HIST 201, HSEP 101, MASC 101, MASC 274, NURS 103, NURS 104, PHIL 201, POLI 103, PSYC 101, RELS 108, SLWK 200, SOCS 340, SOCY 101, TEDU 207, UNIV 299
Creativity, Innovation, and Aesthetic Inquiry (3 Credits)	ALHP 202, ARTE 222, ARTH 201, CREA 201, DANC 230, EDUS 203, EGMN 111, ENGL 215, ENGL 217, ENGL 250, IDES 261, INNO 210, MHIS 251, MHIS 252, MKTG 222, NEXT 240, SPCH 221, THEA 215, WRLD 203, WRLD 230
Global Perspectives (3 Credits)	AFAM 111 Studies, ANTH 103, BUSN 205, ECON 203, ECON 205, ECON 210, HIST 202, INTL 101, INTL 295, MASC 151, POLI 105, SEDP 202, SOCY 250, URSP 350/INTL 345/FRLG 345
Scientific and Logical Reasoning (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, CHEZ 101, CLLS 202, CMSC 210, EGRB 102, EGRB 105, ENVS 201, FIRE 301, FRSC 202, HPEX 310, INSC 201, MATH 120, PHIL 221, PHYS 101, PHYS 103, PHYS 201, PHYS 207, SCTS 200, TEDU 210

Breadth of Knowledge

To fulfill the Breadth of Knowledge requirement, a student must complete at least three credits in each of the areas listed below. These hours will also count towards the Areas of Inquiry requirements.

Humanities/fine arts (3 Credits)	AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230
Natural sciences (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207
Social behavioral sciences (3 Credits)	ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWS 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210

Option 1A that maintains a 30-credit Gen Ed

Advantages for Option 1A and Variations:

1. Maintains 30-credit Gen Ed curriculum for all.
2. Ensures that recently identified priorities (EL and CL) are required for all students.
3. Permits student choice since they can select from current AOIs, instead of taking all of them.
4. Precedent for not taking all AOIs will exist as of fall 2023 when the RL requirement goes into effect.
5. Although the number of credits devoted to AOI courses will be reduced, the reduction is equitable in that it does not privilege some AOIs over others.

Disadvantages for Option 1A and Variations:

1. The increase in Foundations credits (from 15-16 credits in Fall 2023 to 21-22 credits if this option were implemented) decreases exposure to AOI courses (17-18 credits reduced to 8-9 credits).
2. Students must pay close attention to ensure that they fulfill BOK requirements. Though the adjusted credits are written as 8-9 credits for AOIs, students will effectively have to take 9 credits to be able to satisfy the BOK requirement with their AOI courses, as currently required by the VCU General Education requirements. Courses in the AOIs that do not also satisfy a BOK will no longer be a viable option, unless the modifications articulated to increase BOK fulfillment flexibility are implemented.
3. The EL and CL knowledge and skills may be learned most effectively within the student's chosen major/discipline, and therefore placement of these skills in Gen Ed may not be ideal.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)
 14-15 credits from three of the four remaining Areas of Inquiry by:
 Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits
 Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts

The GESWG also developed two additional variations on Option 1A, presented on the following slide.



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Variation 1 to Option 1A (30 Credits):

Foundations of Learning (12-13 Credits)

The General Education Curriculum requires that all students take 14-15 credits of Foundations of Learning courses including Racial Literacy, Computational Literacy, and Entrepreneurial Literacy.
UNIV 111, UNIV 112, and UNIV 200 (9 Credits)
The appropriate foundational math class: (3-4 credits) BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212

“Category Name to be Determined” (8-9 Credits)

All students take 8-9 credits including: Racial literacy (3 Credits) Entrepreneurial Literacy (3 Credits) Computational Literacy (3 Credits)

Areas of Inquiry (8-9 Credits)

To fulfill the Areas of Inquiry requirements, a student must complete 8-9 credits from the identified areas, taking at least three credits in each area below, and may take no more than two courses with the same four-letter prefix (ex. RELS, MGMT) regardless of the area of inquiry under which they are listed.

Diversities in Human Experience (3 Credits)	CLED 200, CSIJ 200, ECON 202, GRTY 200, GSWS 201, HADM 215, HIST 201, HSEP 101, MASC 101, MASC 274, NURS 103, NURS 104, PHIL 201, POLI 103, PSYC 101, RELS 108, SLWK 200, SOCS 340, SOCY 101, TEDU 207, UNIV 299
Creativity, Innovation, and Aesthetic Inquiry (3 Credits)	ALHP 202, ARTE 222, ARTH 201, CREA 201, DANC 230, EDUS 203, EGMN 111, ENGL 215, ENGL 217, ENGL 250, IDES 261, INNO 210, MHIS 251, MHIS 252, MKTG 222, NEXT 240, SPCH 221, THEA 215, WRLD 203, WRLD 230
Global Perspectives (3 Credits)	AFAM 111 Studies, ANTH 103, BUSN 205, ECON 203, ECON 205, ECON 210, HIST 202, INTL 101, INTL 295, MASC 151, POLI 105, SEDP 202, SOCY 250, URSP 350/INTL 345/FRLG 345
Scientific and Logical Reasoning (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, CHEZ 101, CLLS 202, CMSC 210, EGRB 102, EGRB 105, ENVS 201, FIRE 301, FRSC 202, HPEX 310, INSC 201, MATH 120, PHIL 221, PHYS 101, PHYS 103, PHYS 201, PHYS 207, SCTS 200, TEDU 210

Breadth of Knowledge

To fulfill the Breadth of Knowledge requirement, a student must complete at least three credits in each of the areas listed below. These hours will also count towards the Areas of Inquiry requirements.

Humanities/fine arts (3 Credits)	AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230
Natural sciences (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207
Social behavioral sciences (3 Credits)	ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWS 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210

Variation 2 to Option 1A (30 Credits):

Foundations of Learning (12-13 Credits)

The General Education Curriculum requires that all students take 14-15 credits of Foundations of Learning courses including Racial Literacy, Computational Literacy, and Entrepreneurial Literacy.
UNIV 111, UNIV 112, and UNIV 200 (9 Credits)
The appropriate foundational math class: (3-4 credits) BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212

“Category Name to be Determined” (8-9 Credits)

All students take 8-9 credits including: Racial literacy requirement (3 Credits) (Choose Computational Literacy Course Appropriate to Discipline): CL for the Arts/Humanities, CL for the Health Professions, CL for the Math/Sciences, CL for Business, CL for Education, CL for Media and Culture (3 Credits) (Choose Entrepreneurial Literacy Course Appropriate to Discipline): EL for the Arts/Humanities, EL for the Health Professions, EL for the Math/Sciences, EL for Business, EL for Education, EL for Media and Culture (3 Credits)

Areas of Inquiry (8-9 Credits)

To fulfill the Areas of Inquiry requirements, a student must complete 8-9 credits from the identified areas, taking at least three credits in each area below, and may take no more than two courses with the same four-letter prefix (ex. RELS, MGMT) regardless of the area of inquiry under which they are listed.

Diversities in Human Experience (3 Credits)	CLED 200, CSIJ 200, ECON 202, GRTY 200, GSWS 201, HADM 215, HIST 201, HSEP 101, MASC 101, MASC 274, NURS 103, NURS 104, PHIL 201, POLI 103, PSYC 101, RELS 108, SLWK 200, SOCS 340, SOCY 101, TEDU 207, UNIV 299
Creativity, Innovation, and Aesthetic Inquiry (3 Credits)	ALHP 202, ARTE 222, ARTH 201, CREA 201, DANC 230, EDUS 203, EGMN 111, ENGL 215, ENGL 217, ENGL 250, IDES 261, INNO 210, MHIS 251, MHIS 252, MKTG 222, NEXT 240, SPCH 221, THEA 215, WRLD 203, WRLD 230
Global Perspectives (3 Credits)	AFAM 111 Studies, ANTH 103, BUSN 205, ECON 203, ECON 205, ECON 210, HIST 202, INTL 101, INTL 295, MASC 151, POLI 105, SEDP 202, SOCY 250, URSP 350/INTL 345/FRLG 345
Scientific and Logical Reasoning (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, CHEZ 101, CLLS 202, CMSC 210, EGRB 102, EGRB 105, ENVS 201, FIRE 301, FRSC 202, HPEX 310, INSC 201, MATH 120, PHIL 221, PHYS 101, PHYS 103, PHYS 201, PHYS 207, SCTS 200, TEDU 210

Breadth of Knowledge

Complete at least three credits in each of the areas listed below. These hours will also count towards the Areas of Inquiry requirements.

Humanities/fine arts (3 Credits)	AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230
Natural sciences (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207
Social behavioral sciences (3 Credits)	ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWS 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210

<< Option 1A/Variation 1: <<
Place RL, CL, and EL in a “category to be named” outside of Foundations, AOI, and BOK.

Advantages for Option 1A/Variation 2:
+ See Option 1A

Disadvantages for Option 1A/Variation 2:
+ See Option 1A

>> Option 1A/Variation 2: >>
Place RL, CL, and EL in a “category to be named” outside of Foundations, AOI, and BOK. Encourage the development of School/Unit Versions of CL and EL course making requirements more relevant to discipline. This approach could also be used in other options presented throughout this report.

Advantages for Option 1A/Variation 2:
+ Students may benefit from a more relevant educational experience when they are able to take CL and EL courses within their area of study than divorced from it. For example, English (Humanities) and Engineering (STEM) students learning about CL and EL as it applies to their discipline, as opposed to learning about one of them in a generalized context.

+ If a student changes majors, they won't need to take again, maintaining time to degree completion and encouraging interdisciplinarity.

+ Better prepare students to apply these real-world skills to their future professions.

Disadvantages for Option 1A/Variation 2:
+ See Option 1A



Option 1B that maintains a 30-credit Gen Ed

Add EL and CL to the Foundations portion of the Gen Ed Curriculum while eliminating or reducing other Gen Ed credits.

Adding 3-credit courses in EL and CL to the Foundations curriculum with no other changes would increase the Gen Ed curriculum to a minimum of 36 credits. However, Gen Ed could remain capped at 30 credits if other changes were implemented. Specifically, VCU could reduce or consolidate the number of other credits required in the Gen Ed curriculum. There are a number of ways this could be accomplished which are enumerated throughout this section.

Advantages Option 1B:

1. Could maintain 30-credit Gen Ed curriculum for all.
2. Ensures that recently identified priorities (EL and CL) are required for all students.

Disadvantages Option 1B:

1. The EL and CL knowledge and skills may be learned most effectively within the student's chosen major/discipline, and therefore placement of these skills in Gen Ed may not be ideal.
2. Elimination or reduction of any Gen Ed credits may face resistance from the units delivering that content.



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**For Comparison, The FA2023 Gen Ed curriculum requires students to take:

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)

14-15 credits from three of the four remaining Areas of Inquiry by:

Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts

Option 1B that maintains a 30-credit Gen Ed

Specific examples of reductions that could be made are explicated throughout this section. They are not mutually exclusive and could be combined as appropriate.

These examples are not necessarily endorsed by the GESWG, but are intended to illustrate the types of adjustments that could be made to create space for CL and EL. All of the advantages and disadvantages described above about the general approach of reducing or eliminating other Gen Ed content apply to the examples throughout this section, in addition to the specific advantages and disadvantages described for each scenario.

Option 1B1:

Foundations of Learning (18-19 Credits)

The General Education Curriculum requires that all students take 18-19 credits of Foundations of Learning courses including Racial Literacy, Computational Literacy, and Entrepreneurial Literacy.

UNIV 111, UNIV 112, and UNIV 200 (6 Credits)

The appropriate foundational math class: (3-4 credits)
 BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212

Literacies Requirement:
 Racial literacy requirement (3 Credits)
 Computational literacy requirement (3 Credits)
 Entrepreneurial literacy requirement (3 Credits)

Areas of Inquiry (11-12 Credits)

To fulfill the Areas of Inquiry requirements, a student must complete 11-12 credits from the identified areas, nine of which will come as a result of fulfilling the Breadth of Knowledge requirements. Students will be required to complete courses from at least three of the four Areas of Inquiry, taking at least three credits in each area below, and may take no more than two courses with the same four-letter prefix (ex. RELS, MGMT) regardless of the area of inquiry under which they are listed.

Diversities in Human Experience (3 Credits)	These courses will introduce students to the modes of inquiry used in the study of social institutions and human behavior. Students enrolled in these courses will seek to investigate the relationship between the individual and society and the varieties of human psychology and development.
Creativity, Innovation, and Aesthetic Inquiry (3 Credits)	Courses in this area encourage students to examine the circumstances that produce creative work; investigate the criteria used to judge creative work; and consider the role of imagination in expressing the human condition.
Global Perspectives (3 Credits)	Through these courses students will encounter and comprehend cultures and contexts outside the U.S.; develop an understanding of how the world is interconnected; and consider alternative viewpoints among disciplines, histories, and cultures.
Scientific and Logical Reasoning (3 Credits)	These courses examine how logical and empirical methods can be used to form and revise beliefs; use scientific concepts to describe the world and formulate questions; and model phenomena through the use of mathematics, computer programs, and physical representations.

Breadth of Knowledge

To fulfill the Breadth of Knowledge requirement, a student must complete at least three credits in each of the areas listed below. These hours will also count towards the Areas of Inquiry requirements.

Humanities/fine arts (3 Credits)	AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230
Natural sciences (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207
Social behavioral sciences (3 Credits)	ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWs 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210

Option 1B1 that maintains a 30-credit Gen Ed

Reduce the number of credits in the UNIV 111, 112, and 200 course sequence from 9 to 6. This would reduce the number of credits required in the Foundations portion of the curriculum by 3 credits.

Advantages for Option 1B1:

1. Aligns VCU with many peers who do not require 9 credits of coursework in writing courses or other similar foundational, non-discipline specific coursework.

Disadvantages for Option 1B1:

1. [Data suggests that the UNIV 111, 112, and 200 course sequence positively impacts student success.](#) Changes to this sequence could affect these outcomes, and should be further researched.
2. If the number of credits in the UNIV 111, 112, and 200 course sequence is reduced, the content taught should be reduced. This could impact the ability to ensure all Gen Ed program-level learning outcomes are covered in the Foundations portion of the curriculum.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**
 15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)
 14-15 credits from three of the four remaining Areas of Inquiry by:
 Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits
 Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



Option 1B2 that maintains a 30-credit Gen Ed

Combine or eliminate some of the current “categories” in the Gen Ed curriculum.

For example, the “Diversities in the Human Experience” AOI; the “Global Perspectives” AOI; “Racial Literacy”; and the “Global and Cultural Responsiveness” learning outcome/core competency skill in the Foundations curriculum all possess some similarities, although they are not identical,

Combining some of these could reduce the number of Gen Ed credits students are required to take.

Advantages for Option 1B2:

1. Creates a more parsimonious Gen Ed curriculum with fewer categories.
2. Groups like content together such that it may be more navigable for students.

Disadvantages for Option 1B2:

1. If students are required to take fewer classes in these areas as a result of combining some of the categories, faculty in departments teaching that content may resist such a change.
2. Combining some of these categories may reduce the emphasis on diversity, race, cultural responsiveness within the curriculum, either in reality or in perception.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)

14-15 credits from three of the four remaining Areas of Inquiry by:

Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



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Option 1B3 that maintains a 30-credit Gen Ed

Add EL and CL to the Foundations at less than 3 credits per course, and lower the number of credits in some other Gen Ed courses (See Option 1E for detail). By offering courses throughout the Gen Ed curriculum at the 1- or 2-credit level, students would have more flexibility to complete all requirements without exceeding 30 credits.

Advantages for Option 1B3:

1. Increases student agency and flexibility in selecting Gen Ed courses.
2. Would allow students to sample a wider array of coursework if they are available in more denominations than 3 credits, while not exceeding 30 credits.

Disadvantages for Option 1B3:

1. We must be mindful of the SACSCOC requirement that BOKs must be a substantial component of students' general education experience. Our understanding is that students taking three 1-credit courses in each BOK area would not fulfill this SACSCOC requirement; therefore, BOK courses may need to continue to be offered exclusively at 3 credits.



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**For Comparison, The FA2023 Gen Ed curriculum requires students to take:

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)

14-15 credits from three of the four remaining Areas of Inquiry by:

Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts

Option 1C (30 Credits):

Foundations of Learning (15-16 Credits)

The General Education Curriculum requires that all students take 21-22 credits of Foundations of Learning courses including Racial Literacy, Computational Literacy, and Entrepreneurial Literacy.

UNIV 111, UNIV 112, and UNIV 200 (9 Credits)

The appropriate foundational math class:(3-4 credits)
BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212

Literacies Requirement:
Racial literacy requirement (3 Credits)

Areas of Inquiry (14-15 Credits)

To fulfill the Areas of Inquiry requirements, a student must complete 14-15 credits from at least 4 of the 6 AOIs (two of which are Computational Literacy and Entrepreneurial Literacy) and may take no more than two courses with the same four-letter prefix (ex. RELS, MGMT) regardless of the area of inquiry under which they are listed.

Computational Literacy (3 Credits)

Entrepreneurial Literacy (3 Credits)

Diversities in Human Experience (3 Credits) CLED 200, CSIJ 200, ECON 202, GRTY 200, GSWS 201, HADM 215, HIST 201, HSEP 101, MASC 101, MASC 274, NURS 103, NURS 104, PHIL 201, POLI 103, PSYC 101, RELS 108, SLWK 200, SOCS 340, SOCY 101, TEDU 207, UNIV 299

Creativity, Innovation, and Aesthetic Inquiry (3 Credits) Entrepreneurial literacy requirement (3 Credits), ALHP 202, ARTE 222, ARTH 201, CREA 201, DANC 230, EDUS 203, EGMN 111, ENGL 215, ENGL 217, ENGL 250, IDES 261, INNO 210, MHIS 251, MHIS 252, MKTG 222, NEXT 240, SPCH 221, THEA 215, WRLD 203, WRLD 230

Global Perspectives (3 Credits) AFAM 111 Studies, ANTH 103, BUSN 205, ECON 203, ECON 205, ECON 210, HIST 202, INTL 101, INTL 295, MASC 151, POLI 105, SEDP 202, SOCY 250, URSP 350/INTL 345/FRLG 345

Scientific and Logical Reasoning (3 Credits) Computational literacy requirement (3 Credits), BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, CHEZ 101, CLLS 202, CMSC 210, EGRB 102, EGRB 105, ENVS 201, FIRE 301, FRSC 202, HPEX 310, INSC 201, MATH 120, PHIL 221, PHYS 101, PHYS 103, PHYS 201, PHYS 207, SCTS 200, TEDU 210

Breadth of Knowledge

The Breadth of Knowledge requirement will also count towards the Areas of Inquiry requirements.”

Humanities/fine arts (3 Credits) AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230

Natural sciences (3 Credits) BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207

Social behavioral sciences (3 Credits) ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWS 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210

Option 1C that maintains a 30-credit Gen Ed

Add CL and EL as *optional* AOIs in the Gen Ed Curriculum and increase student choice in AOI course selection.

This option would require that all students take 15-16 credits of Foundations, which includes RL. CL and EL would be added as AOIs, bringing the total number of AOIs to 6 (from 4). Students would be required to complete 14-15 credits from at least 4 of the 6 AOIs (two of which are CL and EL). The AOI credits must also fulfill the BOK requirements and flexibility could be introduced to address this overlap as described in Option 1A.

Advantages for Option 1C:

1. Maintains 30-credit Gen Ed curriculum for all.
2. Permits ample student choice selecting AOI courses.
3. Precedence for not taking all AOIs will be established in fall 2023 when RL requirement goes into effect.
4. EL and CL will be viewed as tantamount in importance to other AOI courses (as opposed to paramount).

Disadvantages for Option 1C:

1. CL and EL are NOT required for all students in this model, which is not consistent with the assumptions stated in this report.
2. The EL and CL knowledge and skills may be learned most effectively within the student’s chosen major/discipline, and therefore placement of these skills in Gen Ed may not be ideal.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**
15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)
14-15 credits from three of the four remaining Areas of Inquiry by:
Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits
Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts

Option 1D (30 Credits):

Foundations of Learning (15-16 Credits)

The General Education Curriculum requires that all students take 21-22 credits of Foundations of Learning courses including Racial Literacy, Computational Literacy, and Entrepreneurial Literacy.

UNIV 111, UNIV 112, and UNIV 200 (9 Credits)

The appropriate foundational math class: (3-4 credits)
 BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212

Literacies Requirement:
 Racial literacy requirement (3 Credits)

Areas of Inquiry (14-15 Credits)

To fulfill the Areas of Inquiry requirements, a student must complete 8-9 credits from the identified areas, taking at least three credits in four of the six below, and may take no more than two courses with the same four-letter prefix (ex. RELS, MGMT) regardless of the area of inquiry under which they are listed.

Diversities in Human Experience (3 Credits)	CLED 200, CSIJ 200, ECON 202, GRTY 200, GSWS 201, HADM 215, HIST 201, HSEP 101, MASC 101, MASC 274, NURS 103, NURS 104, PHIL 201, POLI 103, PSYC 101, RELS 108, SLWK 200, SOCS 340, SOCY 101, TEDU 207, UNIV 299
Creativity, Innovation, and Aesthetic Inquiry (3 Credits)	* Entrepreneurial literacy requirement (Possibly Nested in ALHP 202, ARTE 222, ARTH 201, CREA 201, DANC 230, EDUS 203, EGMN 111, ENGL 215, ENGL 217, ENGL 250, IDES 261, INNO 210, MHIS 251, MHIS 252, MKTG 222, NEXT 240, SPCH 221, THEA 215, WRLD 203, WRLD 230
Global Perspectives (3 Credits)	AFAM 111 Studies, ANTH 103, BUSN 205, ECON 203, ECON 205, ECON 210, HIST 202, INTL 101, INTL 295, MASC 151, POLI 105, SEDP 202, SOCY 250, URSP 350/INTL 345/FRLG 345
Scientific and Logical Reasoning (3 Credits)	* Computational Literacy (Possibly Nested in: BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, CHEZ 101, CLLS 202, CMSC 210, EGRB 102, EGRB 105, ENVS 201, FIRE 301, FRSC 202, HPEX 310, INSC 201, MATH 120, PHIL 221, PHYS 101, PHYS 103, PHYS 201, PHYS 207, SCTS 200, TEDU 210

Breadth of Knowledge

The Breadth of Knowledge requirement will also count towards the Areas of Inquiry requirements.

Humanities/fine arts (3 Credits)	AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230
Natural sciences (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207
Social behavioral sciences (3 Credits)	ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWS 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210

Option 1D that maintains a 30-credit Gen Ed

Nest CL and EL within existing AOIs, with modification as appropriate.

Depending on how CL and EL are defined and operationalized in terms of criteria, they could fit under existing AOIs. For example: could CL nest under the Scientific and Logical Reasoning AOI? Could EL nest under the Creativity, Innovation, and Aesthetic Inquiry AOI? Until the new literacies have been defined, the GESWG cannot expand on this recommendation. The AOI credits must also fulfill the BOK requirements and flexibility could be introduced to address this overlap as described in

Option 1A.

Advantages for Option 1D:

1. Could maintain a 30-credit Gen Ed curriculum for all.
2. Would not add additional "categories" to the curriculum, maintaining a more parsimonious Gen Ed.

Disadvantages for Option 1D

1. Depending on the nature of implementation, CL and EL may not be required for all students, which is not consistent with the assumptions of this report.
2. Current AOIs may not serve as suitable categories for CL or EL. Should this option be pursued, either the AOIs, or the definitions/criteria for CL or EL, may require modification.
3. If AOIs are expanded to incorporate CL or EL, this may increase pressure on teaching faculty to cover more content.
4. The EL and CL knowledge and skills may be learned most effectively within the student's chosen major/discipline, and therefore placement of these skills in Gen Ed may not be ideal.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)
 14-15 credits from three of the four remaining Areas of Inquiry by:
 Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits
 Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts

Option 1E that maintains a 30-credit Gen Ed

Continue to offer Gen Ed courses in 3-credit increments, plus “lighter” versions of similar content with fewer credit credits.

Offering some courses at a lower number of credits, while continuing to offer all Gen Ed courses at 3 credits, as well, could be a viable way to keep the Gen Ed curriculum within 30 credits while fulfilling all requirements. By taking a combination of 3-credit courses and lower-credit courses, students could fulfill requirements, including the addition of EL and CL, without exceeding 30 credits.

Advantages for Option 1E:

1. Could maintain a 30-credit Gen Ed while requiring CL and EL.
2. Could significantly increase student flexibility in selecting courses (i.e., if more courses are offered at 1 or 2 credits within the General Education Curriculum, students can sample a wider array of disciplines and topical areas in the AOs).
- 3.. By continuing to offer all courses in regular 3-credit blocks (in addition to offering some at a lower number of credits), majors who rely on the Gen Ed curriculum experience to have their students complete prerequisites and/or fulfill ancillary requirements may still do so.

Disadvantages for Option 1E:

1. This model could become complex and confusing. By offering more options, there may also be increased opportunity for error. For example, a student who intends to complete a prerequisite for their major via Gen Ed would need to be sure to take the 3-credit version of the course as opposed to the 2-credit version of the course to ensure that it will fulfill both Gen Ed requirements and prerequisite requirements. The EL and CL knowledge and skills may be learned most effectively within the student’s chosen major/discipline, and therefore placement of these skills in Gen Ed may not be ideal. Courses offered at less than 3 credits could not be BOK courses which could make satisfying the BOK requirement more logistically complicated.
4. The EL and CL knowledge and skills may be learned most effectively within the student’s chosen major/discipline, and therefore placement of these skills in Gen Ed may not be ideal.

**For Comparison, The FA2023 Gen Ed curriculum requires students to take:

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)

14-15 credits from three of the four remaining Areas of Inquiry by:

Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

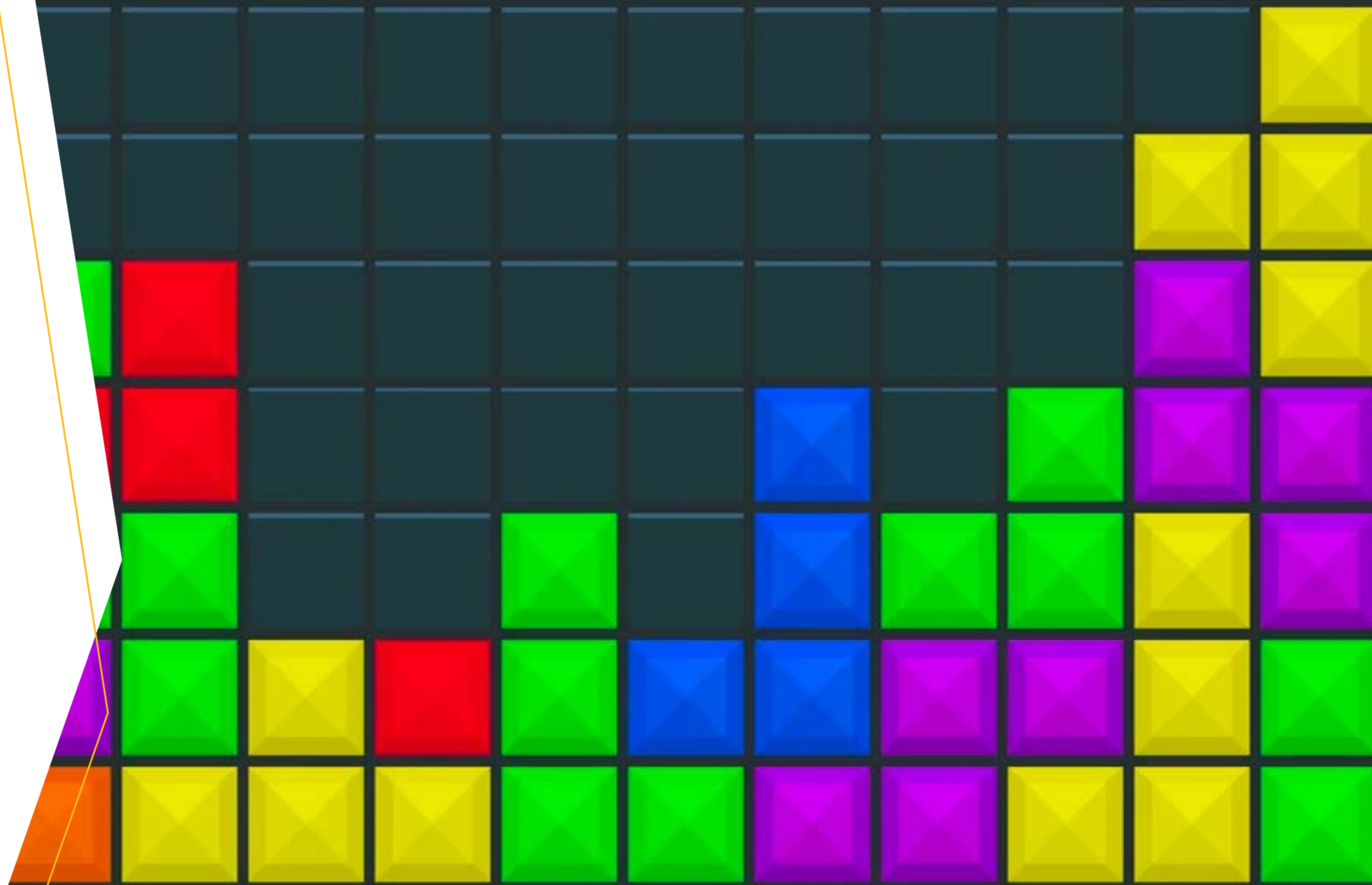
Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



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Options that increase credits in Gen Ed, not to exceed 36 credits



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Options 2A through 2B that increase credits in Gen Ed, not to exceed 36 credits

All of the recommendations in this section increase the number of credits in the Gen Ed curriculum, which could increase time and cost to degree completion. This conflicts with some of the assumptions articulated in this report.



Option 2A (36 Credits):

Foundations of Learning (21-22 Credits)

The General Education Curriculum requires that all students take 21-22 credits of Foundations of Learning courses including Racial Literacy, Computational Literacy, and Entrepreneurial Literacy.
UNIV 111, UNIV 112, and UNIV 200 (9 Credits)
The appropriate foundational math class: (3-4 credits) BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212
Literacies Requirement: Racial literacy requirement (3 Credits) Computational literacy requirement (3 Credits) Entrepreneurial literacy requirement (3 Credits)

Areas of Inquiry (14-15 Credits)

To fulfill the Areas of Inquiry requirements, a student must complete 14-15 credits from areas below.	
Diversities in Human Experience (3 Credits)	CLED 200, CSIJ 200, ECON 202, GRTY 200, GSWS 201, HADM 215, HIST 201, HSEP 101, MASC 101, MASC 274, NURS 103, NURS 104, PHIL 201, POLI 103, PSYC 101, RELS 108, SLWK 200, SOCS 340, SOCY 101, TEDU 207, UNIV 299
Creativity, Innovation, and Aesthetic Inquiry (3 Credits)	ALHP 202, ARTE 222, ARTH 201, CREA 201, DANC 230, EDUS 203, EGMN 111, ENGL 215, ENGL 217, ENGL 250, IDES 261, INNO 210, MHIS 251, MHIS 252, MKTG 222, NEXT 240, SPCH 221, THEA 215, WRLD 203, WRLD 230
Global Perspectives (3 Credits)	AFAM 111 Studies, ANTH 103, BUSN 205, ECON 203, ECON 205, ECON 210, HIST 202, INTL 101, INTL 295, MASC 151, POLI 105, SEDP 202, SOCY 250, URSP 350/INTL 345/FRLG 345
Scientific and Logical Reasoning (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, CHEZ 101, CLLS 202, CMSC 210, EGRB 102, EGRB 105, ENVS 201, FIRE 301, FRSC 202, HPEX 310, INSC 201, MATH 120, PHIL 221, PHYS 101, PHYS 103, PHYS 201, PHYS 207, SCTS 200, TEDU 210

Breadth of Knowledge

To fulfill the Breadth of Knowledge requirement, a student must complete at least three credits in each of the areas listed below. These hours will also count towards the Areas of Inquiry requirements.	
Humanities/fine arts (3 Credits)	AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230
Natural sciences (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207
Social behavioral sciences (3 Credits)	ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWS 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210

Option 2A that increases credits in Gen Ed, not to exceed 36 credits

Increase Gen Ed to 36 credits by adding 3-credit CL and EL courses to Foundations or AOI coursework. Add 3-credit CL and EL courses into the Foundations portion of the Gen Ed curriculum, or as AOIs, while otherwise leaving the curriculum as is. Students would be required to take a minimum of 36 credits to complete their Gen Ed requirements.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**
 15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)
 14-15 credits from three of the four remaining Areas of Inquiry by:
 Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits
 Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



Option 2A (36 Credits):

Foundations of Learning (21-22 Credits)

The General Education Curriculum requires that all students take 21-22 credits of Foundations of Learning courses including Racial Literacy, Computational Literacy, and Entrepreneurial Literacy.

UNIV 111, UNIV 112, and UNIV 200 (9 Credits)

The appropriate foundational math class: (3-4 credits)
 BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212

Literacies Requirement:
 Racial literacy requirement (3 Credits)
 Computational literacy requirement (3 Credits)
 Entrepreneurial literacy requirement (3 Credits)

Areas of Inquiry (14-15 Credits)

To fulfill the Areas of Inquiry requirements, a student must complete 14-15 credits from areas below.

Diversities in Human Experience (3 Credits)	CLED 200, CSIJ 200, ECON 202, GRTY 200, GSWS 201, HADM 215, HIST 201, HSEP 101, MASC 101, MASC 274, NURS 103, NURS 104, PHIL 201, POLI 103, PSYC 101, RELS 108, SLWK 200, SOCS 340, SOCY 101, TEDU 207, UNIV 299
Creativity, Innovation, and Aesthetic Inquiry (3 Credits)	ALHP 202, ARTE 222, ARTH 201, CREA 201, DANC 230, EDUS 203, EGMN 111, ENGL 215, ENGL 217, ENGL 250, IDES 261, INNO 210, MHIS 251, MHIS 252, MKTG 222, NEXT 240, SPCH 221, THEA 215, WRLD 203, WRLD 230
Global Perspectives (3 Credits)	AFAM 111 Studies, ANTH 103, BUSN 205, ECON 203, ECON 205, ECON 210, HIST 202, INTL 101, INTL 295, MASC 151, POLI 105, SEDP 202, SOCY 250, URSP 350/INTL 345/FRLG 345
Scientific and Logical Reasoning (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, CHEZ 101, CLLS 202, CMSC 210, EGRB 102, EGRB 105, ENVS 201, FIRE 301, FRSC 202, HPEX 310, INSC 201, MATH 120, PHIL 221, PHYS 101, PHYS 103, PHYS 201, PHYS 207, SCTS 200, TEDU 210

Breadth of Knowledge

To fulfill the Breadth of Knowledge requirement, a student must complete at least three credits in each of the areas listed below. These hours will also count towards the Areas of Inquiry requirements.

Humanities/fine arts (3 Credits)	AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230
Natural sciences (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207
Social behavioral sciences (3 Credits)	ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWS 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210

Option 2A that increases credits in Gen Ed, not to exceed 36 credits

Increase Gen Ed to 36 credits by adding 3-credit CL and EL courses to Foundations or AOI coursework.

Advantages for Option 2A:

1. Provides space and adequate instructional time for all content identified as university priorities within the Gen Ed curriculum.
2. Does not reduce the importance of current Foundations and AOI courses in the Gen Ed curriculum at the expense of new content.
3. CL and EL would be required for all students if they are incorporated as part of the Foundations curriculum.

Disadvantages for Option 2A

1. Could increase costs and time to degree completion for programs with inflexible curricula unless an alternative solution is available.
2. Could require programs -- particularly those with limited flexibility -- to increase the total credits in their degrees requiring SCHEV approval. Even those units that teach EL and CL within their major may not necessarily be able to move those courses into general education because of issues with prerequisites and/or shared core requirements in their major.
3. CL and EL may not be required for all students if they are incorporated as AOIs.
4. The EL and CL knowledge and skills may be learned most effectively within the student's chosen major/discipline, and therefore placement of these skills in Gen Ed may not be ideal.

**For Comparison, The FA2023 Gen Ed curriculum requires students to take:

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)
 14-15 credits from three of the four remaining Areas of Inquiry by:
 Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits
 Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



Option 2B (32-34 Credits):

Foundations of Learning (17-18 Credits)

The General Education Curriculum requires that all students take 16-17 credits of Foundations of Learning courses including Racial Literacy, Computational Literacy, and Entrepreneurial Literacy.

UNIV 111, UNIV 112, and UNIV 200 (9 Credits)

The appropriate foundational math class: (3-4 credits)
 BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212

Literacies Requirement:
 Racial literacy requirement (3 Credits)
 Computational literacy requirement (1 Credit)
 Entrepreneurial literacy requirement (1 Credit)

Areas of Inquiry (14-15 Credits)

To fulfill the Areas of Inquiry requirements, a student must complete 14-15 credits from areas below.

Diversities in Human Experience (3 Credits)	CLED 200, CSIJ 200, ECON 202, GRTY 200, GSWS 201, HADM 215, HIST 201, HSEP 101, MASC 101, MASC 274, NURS 103, NURS 104, PHIL 201, POLI 103, PSYC 101, RELS 108, SLWK 200, SOCS 340, SOCY 101, TEDU 207, UNIV 299
Creativity, Innovation, and Aesthetic Inquiry (3 Credits)	ALHP 202, ARTE 222, ARTH 201, CREA 201, DANC 230, EDUS 203, EGMN 111, ENGL 215, ENGL 217, ENGL 250, IDES 261, INNO 210, MHIS 251, MHIS 252, MKTG 222, NEXT 240, SPCH 221, THEA 215, WRLD 203, WRLD 230
Global Perspectives (3 Credits)	AFAM 111 Studies, ANTH 103, BUSN 205, ECON 203, ECON 205, ECON 210, HIST 202, INTL 101, INTL 295, MASC 151, POLI 105, SEDP 202, SOCY 250, URSP 350/INTL 345/FRLG 345
Scientific and Logical Reasoning (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, CHEZ 101, CLLS 202, CMSC 210, EGRB 102, EGRB 105, ENVS 201, FIRE 301, FRSC 202, HPEX 310, INSC 201, MATH 120, PHIL 221, PHYS 101, PHYS 103, PHYS 201, PHYS 207, SCTS 200, TEDU 210

Breadth of Knowledge

To fulfill the Breadth of Knowledge requirement, a student must complete at least three credits in each of the areas listed below. These hours will also count towards the Areas of Inquiry requirements.

Humanities/fine arts (3 Credits)	AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230
Natural sciences (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207
Social behavioral sciences (3 Credits)	ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWS 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210

Option 2B that increases Gen Ed to 32-34 credits by adding 1- or 2-credit CL and EL courses to either Foundations or AOI coursework.

Increase Gen Ed to 32-34 credits by adding 1- or 2-credit CL and EL courses to either Foundations or AOI coursework. Add 1-credit OR 2-credit CL and EL courses into the Foundations portion of the Gen Ed curriculum, or as AOIs. Depending on the number of credits in each course, students would be required to take a minimum of 32-34 credits to complete their Gen Ed requirements. Lower-credit CL and EL courses could be taken concurrently as corequisites with related classes, if appropriate, in order to increase their applicability. For example, a 1-credit EL course with an applied focus could potentially be taken concurrently with a course in the Creativity, Aesthetic Inquiry, and Innovation AOI.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**
 15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)
 14-15 credits from three of the four remaining Areas of Inquiry by:
 Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits
 Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



Option 2B (32-34 Credits):

Foundations of Learning (16-17 Credits)

The General Education Curriculum requires that all students take 16-17 credits of Foundations of Learning courses including Racial Literacy, Computational Literacy, and Entrepreneurial Literacy.

UNIV 111, UNIV 112, and UNIV 200 (9 Credits)

The appropriate foundational math class: (3-4 credits)
 BUSN 171, BUSN 212, MATH 131, MATH 139, MATH 141, MATH 151, MATH 200, STAT 208, STAT 210, or STAT 212

Literacies Requirement:
 Racial literacy requirement (3 Credits)
 Computational literacy requirement (1 Credit)
 Entrepreneurial literacy requirement (1 Credit)

Areas of Inquiry (14-15 Credits)

To fulfill the Areas of Inquiry requirements, a student must complete 14-15 credits from the identified areas, taking at least three credits in each area below, and may take no more than two courses with the same four-letter prefix (ex. RELS, MGMT) regardless of the area of inquiry under which they are listed.

Diversities in Human Experience (3 Credits)	CLED 200, CSIJ 200, ECON 202, GRTY 200, GSWS 201, HADM 215, HIST 201, HSEP 101, MASC 101, MASC 274, NURS 103, NURS 104, PHIL 201, POLI 103, PSYC 101, RELS 108, SLWK 200, SOCS 340, SOCY 101, TEDU 207, UNIV 299
Creativity, Innovation, and Aesthetic Inquiry (3 Credits)	ALHP 202, ARTE 222, ARTH 201, CREA 201, DANC 230, EDUS 203, EGMN 111, ENGL 215, ENGL 217, ENGL 250, IDES 261, INNO 210, MHIS 251, MHIS 252, MKTG 222, NEXT 240, SPCH 221, THEA 215, WRLD 203, WRLD 230
Global Perspectives (3 Credits)	AFAM 111 Studies, ANTH 103, BUSN 205, ECON 203, ECON 205, ECON 210, HIST 202, INTL 101, INTL 295, MASC 151, POLI 105, SEDP 202, SOCY 250, URSP 350/INTL 345/FRLG 345
Scientific and Logical Reasoning (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, CHEZ 101, CLLS 202, CMSC 210, EGRB 102, EGRB 105, ENVS 201, FIRE 301, FRSC 202, HPEX 310, INSC 201, MATH 120, PHIL 221, PHYS 101, PHYS 103, PHYS 201, PHYS 207, SCTS 200, TEDU 210

Breadth of Knowledge

To fulfill the Breadth of Knowledge requirement, a student must complete at least three credits in each of the areas listed below. These hours will also count towards the Areas of Inquiry requirements.

Humanities/fine arts (3 Credits)	AFAM 111, ARTE 222, ARTH 201, CREA 201, DANC 230, ENGL 215, ENGL 250, HIST 201, HIST 202, IDES 261, MHIS 251, MHIS 252, NEXT 240, PHIL 201, PHIL 221, RELS 108, THEA 215, UNIV 299, WRLD 203, WRLD 230
Natural sciences (3 Credits)	BIOL 101, BIOL 103, BIOL 151, BNFO 125, CHEM 101, CHEM 110, ENVS 201, FRSC 202, INSC 201, PHYS 101, PHYS 103, PHYS 201, PHYS 207
Social behavioral sciences (3 Credits)	ANTH 103, CLED 200, ECON 203, ECON 205, ECON 210, EDUS 203, GSWS 201, INTL 101, MASC 101, MASC 151, MASC 274, POLI 103, POLI 105, PSYC 101, SCTS 200, SEDP 202, SLWK 200, SOCS 340, SOCY 101, SOCY 250, TEDU 210

Option 2B that increases Gen Ed to 32-34 credits

Increase Gen Ed to 32-34 credits by adding 1- or 2-credit CL and EL courses to either Foundations or AOI coursework.

Advantages for Option 2B:

1. Provides space and adequate instructional time for all content identified as university priorities within the Gen Ed curriculum.
2. Does not reduce the importance of current Foundations and AOI courses in the Gen Ed curriculum at the expense of new content.
3. Corequisites for EL and CL with an applied focus could foster more practical skills.

Disadvantages for Option 2B

1. Could increase costs and time to degree completion for programs with inflexible curricula unless an alternative solution is available, but to a lesser extent than Option 2A.
2. Could require programs -- particularly those with limited flexibility -- to increase the total credits in their degrees requiring SCHEV approval. Even those units that teach EL and CL within their major may not necessarily be able to move those courses into general education because of issues with prerequisites and/or shared core requirements in their major.
3. By adding CL and EL at a lower number of credits, they would not be allotted as much instructional time as other components of the Gen Ed curriculum.
4. CL and EL may not be required for all students if they are incorporated as AOIs.
5. The EL and CL knowledge and skills may be learned most effectively within the student's chosen major/discipline, and therefore placement of these skills in Gen Ed may not be ideal.

**For Comparison, The FA2023 Gen Ed curriculum requires students to take:

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)
 14-15 credits from three of the four remaining Areas of Inquiry by:
 Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits
 Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



Options that allow CL and EL to be fulfilled outside of Gen Ed



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Options 3A through 3G that allow CL and EL to be fulfilled outside of Gen Ed

All of the recommendations in this section deviate from the GESWG's charge, which implied that the new literacies should be situated in the General Education curriculum.



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Option 3A (30 Credits Gen Ed):

For Example: Degree requirements for English, Bachelor of Arts

General education: Select 15-16 credits from general education foundations and 14-15 credits from Areas of Inquiry. (30)

Major Core requirements	Total: 12 (+6)
ENGL 301 Introduction to the English Major	3
ENGL 499 Senior Seminar in English	3
ENGL XXX Computational Thinking in the Arts/Humanities	3
ENGL XXX Entrepreneurship in the Arts/Humanities	3

Additional major requirements
Linguistics, writing, criticism:
Select one course from two of the three areas. 6
• Select two courses in literature prior to 1700. 6
• Select two courses in literature between 1700 and 1945. 6
• Literature of diversity: Select one course. 3

Major electives
Select required elective/optional focus credits. 6-9

Ancillary requirements
HUMS 202, Choices in a Consumer Society 1
Experiential fine arts 1 1-3
Foreign language through the 102 level 0-6

Literary contexts: Complete a foreign language through the 202 or 205 level by course or placement or select **six credits in literary history and culture** from: ENGL 201, ENGL 202, ENGL 203, ENGL 204, ENGL 205, ENGL 206, ENGL 211, ENGL 236, ENGL 291, FLET 321, FLET 322, FLET 391

Open electives
Select any course. 32-49 (-6)

Total Hours 120

Degree requirements for Biomedical Engineering, Bachelor of Science

General education: Select 15-16 credits from general education foundations and 14-15 credits from Areas of Inquiry. (30)

Major Core requirements:	Total: 49 (+6)
EGRB XXX Computational Thinking in Engineering	3
EGRB XXX Entrepreneurship in Engineering	3
EGRB 101 (2), EGRB 101 (1), EGRB 111 (3), EGRB 203 (3), EGRB 209 (4), EGRB 215 (3), EGRB 301 (3), EGRB 307 (4), EGRB 310 (4), EGRB 315 (3), EGRB 401 & EGRB 402 (6), EGRB 427 (3), EGRE 206 (4), ENGR 395 (1)	43

Additional major requirements: 3-4
EGRB 303 Biotransport Processes 1
or EGRB 308 Biomedical Signal Processing

Major electives
Science or engineering elective 3-4
Technical electives within declared track 14-15 (-6)

Ancillary requirements:
EGRB 102 (3), CHEM 101 (3), CHEZ 101 (1) CHEM 102 & CHEZ 102 (4), MATH 201 (4), MATH 201 (4), MATH 301 (3), MATH 310 (3), PHYS 207 (5), PHYS 208 (5), STAT 210 or STAT 441 (3)

Open electives: Select any course. 3

Total Hours 131

Option 3A that allows CL and EL to be fulfilled outside of Gen Ed

Fulfill CL and EL requirements through majors' coursework. The Gen Ed curriculum remains the same, while academic departments assume responsibility for ensuring the availability of courses that address CL and EL within their majors. This could be achieved by designating current courses as able to fulfill the CL and EL requirement, or by creating new courses. Once a student has completed a CL or EL requirement, they do not have to do another one, even if they switch majors.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**
15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)
14-15 credits from three of the four remaining Areas of Inquiry by:
Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits
Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



Option 3A (30 Credits Gen Ed):

For Example: Degree requirements for English, Bachelor of Arts

General education: Select 15-16 credits from general education foundations and 14-15 credits from Areas of Inquiry. (30)

Major Core requirements	Total: 12 (+6)
ENGL 301 Introduction to the English Major	3
ENGL 499 Senior Seminar in English	3
ENGL XXX Computational Thinking in the Arts/Humanities	3
ENGL XXX Entrepreneurship in the Arts/Humanities	3

Additional major requirements
Linguistics, writing, criticism:
Select one course from two of the three areas. 6
• Select two courses in literature prior to 1700. 6
• Select two courses in literature between 1700 and 1945. 6
• Literature of diversity: Select one course. 3

Major electives
Select required elective/optional focus credits. 6-9

Ancillary requirements
HUMS 202, Choices in a Consumer Society 1
Experiential fine arts 1 1-3
Foreign language through the 102 level 0-6

Literary contexts: Complete a foreign language through the 202 or 205 level by course or placement or select **six credits in literary history and culture** from: ENGL 201, ENGL 202, ENGL 203, ENGL 204, ENGL 205, ENGL 206, ENGL 211, ENGL 236, ENGL 291, FLET 321, FLET 322, FLET 391

Open electives
Select any course. 32-49 (-6)

Total Hours 120

Degree requirements for Biomedical Engineering, Bachelor of Science

General education: Select 15-16 credits from general education foundations and 14-15 credits from Areas of Inquiry. (30)

Major Core requirements:	Total: 49 (+6)
EGRB XXX Computational Thinking in Engineering	3
EGRB XXX Entrepreneurship in Engineering	3
EGRB 101 (2), EGRB 101 (1), EGRB 111 (3), EGRB 203 (3), EGRB 209 (4), EGRB 215 (3), EGRB 301 (3), EGRB 307 (4), EGRB 310 (4), EGRB 315 (3), EGRB 401 & EGRB 402 (6), EGRB 427 (3), EGRE 206 (4), ENGR 395 (1)	43

Additional major requirements: 3-4
EGRB 303 Biotransport Processes 1
or EGRB 308 Biomedical Signal Processing

Major electives
Science or engineering elective 3-4
Technical electives within declared track 14-15 (-6)

Ancillary requirements:
EGRB 102 (3), CHEM 101 (3), CHEZ 101 (1) CHEM 102 & CHEZ 102 (4), MATH 201 (4), MATH 201 (4), MATH 301 (3), MATH 310 (3), PHYS 207 (5), PHYS 208 (5), STAT 210 or STAT 441 (3)

Open electives: Select any course. 3

Total Hours 131

Option 3A that allows CL and EL to be fulfilled outside of Gen Ed

Fulfill CL and EL requirements through majors' coursework.

Advantages for Option 3A:

1. Maintains 30-credit Gen Ed.
2. Ensures that new literacies are required for all students.
3. Students may benefit from a more relevant educational experience when they are able to take CL and EL courses within their area of study. This could better prepare students to apply these real-world skills.
4. Could be especially effective for majors with inflexible curricula who already have coursework that may address EL and CL. They may be able to tag courses that their students will already be required to take as addressing these new literacies. If the student changes majors, the requirement would still be fulfilled.

Disadvantages for Option 3A:

1. Difficulty ensuring fidelity of implementation of CL and EL within individual schools.
2. It may be perceived as confusing to have most "literacies" and other foundational skills built into General Education, while these two would stand outside of it. It may raise the question of whether or not other literacies covered in Gen Ed could be "moved" elsewhere within the curriculum?
3. Majors who need to create new courses to fulfill these requirements, and which do not have sufficient numbers of elective credits cannot incorporate new requirements without changing the number of credits in their curriculum, which would likely require SCHEV approval. This may result in a reduction of elective credits in their major, limiting student flexibility and agency, in order to incorporate new EL and CL content.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**
15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)
14-15 credits from three of the four remaining Areas of Inquiry by:
Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits
Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts





Option 3B that allows CL and EL to be fulfilled outside of Gen Ed

Fulfill CL and EL requirements either through Gen Ed coursework, or within majors. Any undergraduate course that covers CL or EL could fulfill this requirement, regardless of its placement in the curriculum.

This would include Gen Ed courses and courses within students' majors. This approach could be similar to the [REAL academic regulation](#), wherein courses are "tagged" as meeting the REAL requirement. Once a student completes a course that fulfills the CL or EL requirement, they will not have to take another.



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****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)

14-15 credits from three of the four remaining Areas of Inquiry by:

Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



Option 3B that allows CL and EL to be fulfilled outside of Gen Ed

Fulfill CL and EL requirements either through Gen Ed coursework, or within majors.

Advantages for Option 3B:

1. Could maintain a 30-credit Gen Ed; students would not necessarily be required to take more Gen Ed courses to fulfill their CL and EL requirements.
2. Increases student agency and flexibility in fulfilling their CL and EL requirements.
3. Allows students to take courses that address CL and EL that are in the Gen Ed curriculum or already part of other coursework, thereby not necessarily increasing time/cost to degree completion.
4. Could be especially effective for majors with inflexible curricula, who may be able to tag courses that their students will already be required to take as addressing these new literacies. If the student changes majors, the requirement would still be fulfilled.
5. Students may benefit from a more relevant educational experience when they are able to take CL and EL courses within their area of study. This could better prepare students to apply these real-world skills.

Disadvantages for Option 3B:

1. Difficulty ensuring fidelity of implementation of CL and EL within individual schools.
2. It may be difficult to ensure an adequate number of these courses are available if neither Gen Ed nor the academic majors are the sole “home” for CL and EL. When multiple groups are responsible for achieving a goal, sometimes no one feels responsible for achieving a goal.
3. It may be perceived as confusing to have most “literacies” and other foundational skills built into General Education, while these two would stand outside of it. It may raise the question of whether or not other literacies covered in Gen Ed could be “moved” elsewhere within the curriculum?

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)

14-15 credits from three of the four remaining Areas of Inquiry by:

Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



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Option 3C that allows CL and EL to be fulfilled outside of Gen Ed

Fulfill CL and EL requirements via co-curricular experiences. Students could leverage co-curricular experiences such as internships, jobs, or experiences in student organizations to fulfill CL and EL requirements.

Co-curriculars would need to be approved in advance, and students would need to submit work demonstrating completion of the activity. This is similar to the approach currently in place for the [REAL academic regulation](#).

Advantages for Option 3C:

1. Could maintain a 30-credit Gen Ed; students would not necessarily be required to take more Gen Ed courses to fulfill their CL and EL requirements.
2. Invites experiential application of CL and EL, which may be particularly beneficial if the co-curricular is related to the student's field of study or career goals.

Disadvantages for Option 3C:

1. Difficult to monitor fidelity of implementation.
2. Requires significant administrative investment and would likely require more personnel/time committed to the processes associated with this approach.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)

14-15 credits from three of the four remaining Areas of Inquiry by:

Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



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Option 3D that allows CL and EL to be fulfilled outside of Gen Ed

Fulfill CL and EL requirements one of three ways: through Gen Ed coursework, through coursework in the major, or through co-curricular experiences. Options 3A, 3B, and 3C could be combined to offer numerous ways students could fulfill their CL and EL requirements. See more details about each component of this approach above.

Advantages for Option 3D:

1. See advantages listed for Options 3A, 3B, and 3C.
2. Offers significant flexibility and agency for students to fulfill their CL and EL requirements.

Disadvantages for Option 3D:

1. See disadvantages listed for Options 3A, 3B, and 3C.
2. This is a complex model that would require even more investment in personnel and time to administer than other options listed above.



****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)

14-15 credits from three of the four remaining Areas of Inquiry by:

Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



Option 3E that allows CL and EL to be fulfilled outside of Gen Ed

Fulfill CL and EL requirements through extended learning opportunities that can be appended to appropriate courses within Gen Ed, or within the majors. Provide opportunities for students to append an extended learning opportunity to a course they are enrolled in, either within their major or in Gen Ed.

This could take the form of an additional assignment that addresses appropriate criteria for CL or EL, or an extension or modification of an assignment with faculty approval. The extended learning opportunity could be for-credit or no-credit.

Advantages for Option 3E:

1. Increases student agency and flexibility in fulfilling their CL and EL requirements.
2. Invites experiential application of CL and EL, which may be particularly beneficial if the co-curricular is related to the student's field of study or career goals.
3. A no-credit model would not increase students' time/cost to degree completion.

Disadvantages for Option 3E:

1. It is unclear who would be responsible in this model for reviewing and approving the extended learning opportunity. Asking the faculty member teaching the course in which the student is engaging an extended learning opportunity to do so may be an inappropriate burden.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)

14-15 credits from three of the four remaining Areas of Inquiry by:

Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



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Option 3F that allows CL and EL to be fulfilled outside of Gen Ed

Fulfill CL and EL requirements through corequisites that can be taken with appropriate courses within Gen Ed, or within the majors. Provide opportunities for students to take a 1-credit corequisite course in addition to a course they are currently enrolled in, either within their major or in Gen Ed.

For example, a 1-credit EL course with an applied focus could potentially be taken concurrently with a course in the Creativity, Aesthetic Inquiry, and Innovation AOI. Or, a student enrolled in a research methods course within their discipline could take a corequisite CL course that allows them to learn how to integrate CL into their core content area.

Advantages for Option 3F:

1. Could maintain a 30-credit Gen Ed, depending on other changes to Gen Ed structure, including Options listed in this report.
2. Increases student agency and flexibility in fulfilling their CL and EL requirements.
3. Invites experiential application of CL and EL, which may be particularly beneficial if the co-curricular is related to the student's field of study or career goals

Disadvantages for Option 3F:

1. Difficulty ensuring fidelity of implementation of CL and EL within individual schools.
2. May increase the number of course credits depending on the availability of electives within a major.

****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)

14-15 credits from three of the four remaining Areas of Inquiry by:

Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts



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Option 3G that allows CL and EL to be fulfilled outside of Gen Ed

Fulfill CL and EL requirements through zero-credit or low-credit required online modules.

Advantages for Option 3G:

1. A zero-credit model would not increase students' time/cost to degree completion.

Disadvantages for Option 3G:

1. Significant personnel investment would be required to create and maintain online modules.
2. Limited student agency in this model may result in student resentment of required coursework that they do not perceive as relevant.
3. Online modules and/or zero-credit classes are likely to be perceived as less important than 3-credit classes led by an instructor.



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****For Comparison, The FA2023 Gen Ed curriculum requires students to take:**

15-16 credits in the Foundations of Learning courses (UNIV, MATH/STAT, and Racial Literacy)

14-15 credits from three of the four remaining Areas of Inquiry by:

Selecting the remaining credits from any area so the total for the full general education set is at least 30 credits

Of the 14-15 credits taken across the four Areas of Inquiry, a minimum of three credits also must fulfill each of the basic Breadth of Knowledge requirements of natural science, social/behavioral science and humanities/fine arts

Additional comments and recommendations



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Additional comments and recommendations

Although the charge of the GESWG was focused on incorporating EL and CL into the Gen Ed curriculum, we had many wide-ranging conversations about integrating the new literacies that transcended this particular task. We reflected on some of the opportunities and challenges that currently characterize Gen Ed at VCU, and how the university might leverage or address those as curricular changes are explored and implemented. In addition to the options and flexibilities for incorporating EL and CL into the curriculum, we also respectfully submit the following recommendations:





Additional comments and recommendations (A)

A: Support the recommendations in the [Advisory Recommendations document](#) from the [VCU Lamborn Hughes Institute Team](#) submitted in July 2022.

The GESWG concurs with the recommendations of the Lamborn-Hughes team as outlined in their Advisory Recommendations document. In the interest of brevity, we will not fully restate the team's recommendations, but wish to specifically reiterate the following:





Additional comments and recommendations (A)

A: Support the recommendations in the [Advisory Recommendations document](#) from the [VCU Lamborn Hughes Institute Team](#) submitted in July 2022.

1. Before any additional changes to the Gen Ed curriculum are incorporated, it is critical to reaffirm and/or review the purpose of Gen Ed, and re-emphasize its importance at VCU. Why do we do Gen Ed, and what principles guide us? Why are we changing the curriculum, and why are we changing the curriculum in these particular ways? The answers to these questions, and their clear and frequent communication to faculty, are critical to garnering understanding and support for the evolution of Gen Ed. We acknowledge and commend the efforts that have recently been made in this area, including the new ConnectED website and the recent ConnectED Symposium. We suggest that university leadership builds on these steps by taking a proactive role in active communications with faculty about Gen Ed. (See recommendation numbers 1, 2, and 3 in the Advisory Recommendations document for more information).

2. Consider alternative approaches to incorporating new literacies into Gen Ed. As described in this document, CL and EL could be incorporated into portions of the undergraduate curriculum other than Gen Ed. These options may be more pedagogically sound and less likely to increase time to degree completion.

3. Perhaps most importantly: increase investment and support for Gen Ed. In particular, we recommend the creation of a position responsible for directing Gen Ed at VCU. This position would not replace the critical role of faculty in shaping Gen Ed through groups like the GECC and GEAC, but would take significant administrative pressure off of these groups and ensure continuity and momentum for Gen Ed at VCU.



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Additional comments and recommendations (B)

B: Develop signature assignments or instructional modules for EL and CL that could be integrated into existing courses, either within Gen Ed or within the majors.

Regardless of whether EL or CL are taught in Gen Ed or in the majors, the development of “signature assignments” -- which display students’ learning and knowledge in a certain area -- and/or instructional modules addressing EL and CL could have multiple benefits. It could increase understanding across the university of the core components of CL and EL. This may lead to faculty who would not have otherwise considered their courses related to EL or CL to see connections and the potential to designate their courses as able to fulfill the requirement for these new literacies. It could save faculty time by presenting a sample assignment that they could either use as is, or modify as needed.





Additional comments and recommendations (C)

C: Prioritize clarity and simplicity for all stakeholders -- particularly students -- when modifying Gen Ed.

The GESWG's immersion into the complexities of the current Gen Ed structure required a considerable amount of learning for most of us. This illuminated some aspects of the curriculum that may be a source of confusion for Gen Ed stakeholders. Examples include the overlapping categories of BOKs and AOs, and the use of the phrase "literacy" to describe some program-level learning outcomes in addition to the newer CL, EL, and RL requirements in Gen Ed. We recommend that all modifications to Gen Ed seek to simplify and clarify the curriculum itself, when possible, as well as communications and processes surrounding it.





Additional comments and recommendations (D)

D: Include academic advisors and students in shaping the future of Gen Ed at VCU.

Advisors are deeply knowledgeable of students' experiences in navigating and engaging the Gen Ed experience, and how those experiences vary by major. Their perspective is unique from that of faculty who are no longer in formal advising roles, and both perspectives are critically important. It is also imperative that advisors are adequately resourced and compensated to ensure that students are afforded the high quality advice they need to successfully navigate their curricula, including Gen Ed.

And of course, student voices and feedback should be among the most important in conversations about Gen Ed. In addition to assessing student learning related to Gen Ed, we should work to understand students' perspectives, ideas, and concerns related to the curriculum.





Additional comments and recommendations (E)

E: Prioritize student agency in Gen Ed.

As more content becomes required in the Gen Ed curriculum and throughout the undergraduate curriculum in general, care should be taken to ensure that students still have the ability to follow their interests and passions, and shape their own education.



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Conclusion



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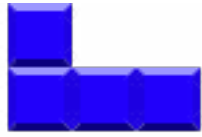


Conclusion:

Despite our efforts to present a wide-ranging series of options for how CL and EL could be incorporated into Gen Ed, we acknowledge that there are certainly other possibilities that did not surface in our research and discussion.

It is our hope that the options we present will provide a wealth of possible pathways for the university to consider the integration of EL and CL into the undergraduate curriculum, and even spark consideration of additional options as appropriate. We encourage vigorous pursuit of faculty, student, and advisor feedback on these options before arriving at a decision. We stand ready to answer any questions and continue collaborations with the many General Education stakeholders at VCU.





Thank You.



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Gen Ed Structure Work Group Report

August 31, 2022. Laura W Gariepy (Chair), Elizabeth W Edmondson,
Meghan Z Gough, Christopher Martiniano, Bernardo Piciche, Angela M Reynolds



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