Dear Colleagues,

Plans for the move from quarters to semesters are proceeding apace. One of the most important efforts in support of the calendar conversion has been the creation of the Quarter to Semester Curriculum Conversion Guide, which outlines the basic parameters of the shift from quarters to semesters. In addition, it describes the process for converting programs and courses to the semester format. A program template presents the information to be submitted to the Office of Academic Affairs and reviewed by the Council on Academic Affairs for quarter-to-semester conversion of programs. A course template indicates the information to be submitted to and reviewed by the Office of Academic Affairs for quarter-to-semester conversion of courses.

We think the Guide will be an invaluable resource for both units and individual instructors as curricular and programmatic decisions are made. It will be updated periodically as additional parameters are confirmed.

To ensure broad access to the Guide, we have distributed copies of it to all of Ohio State’s department and unit contacts. This means that your department or unit contact has a hard copy of the document and is prepared to answer questions about it. If you are unsure who your contact is, please click on our department and unit contact list. These are the representatives who have agreed to serve as their units’ “point persons” for the calendar conversion. You can turn to your representative with questions not only about the Guide and the university-wide process in general, but also about conversion plans and developments within your own unit.

Please also get in the habit of checking the calendar conversion website on a regular basis to stay fully up to date about the calendar conversion.
QSU and You: The Quarter-to-Semester Update for Students

By Peter Koltak, former USG President
Member, Semester Conversion Communications Subcommittee

Students should be aware that the Semester Conversion Coordinating Committee is now developing a set of expectations for the semester transition. These will set forth in detail what students who are enrolled during the transition can expect from the university.

With widespread input, the Committee is laying out a policy to ensure that students do not face any unnecessary disruption of their academic progress. The policy will be based in large part on the report of last March by the Ad Hoc Committee on Semesters.

Vice Provosts Randy Smith and Wayne Carlson will shortly convene an Advising Subcommittee to ensure that advising issues are addressed well before the transition period.

Open town meetings will be held in March and April to give you an opportunity to learn more about the semester conversion and what it means for you. All students, faculty, and staff are invited to attend. The town meeting schedule appears at the end of this newsletter.

Questions? Thoughts? Concerns? We want to know what is on your mind. Please e-mail Assistant Provost Jay Johnson.

The Semester Successor to the GEC

The University Level Advisory Committee on the GEC (ULAC) has now reported its recommendations for the proposed semester-based requirements for general education to both the Council on Academic Affairs (CAA) and the Colleges of Arts and Sciences Committee on Curriculum and Instruction (CCI). On January 22, the CCI voted to forward the ULAC recommendations to the university community at large for review and comment.

The ULAC recommendations consist of two components. The first, "The Curricular Experience at Ohio State," is an overview of the aims of general education. A copy of this document follows. As you will see, it speaks to the broad goals of general education and their connection to the individual student's specialized study program (major, double-major, minors, certification programs, etc.). It also lays out the foundation upon which the delivery system for undergraduate general education should be built.
Curricular Experience at The Ohio State University
Approved by ULAC vote – 1/12/2010

The Ohio State University educates students to solve problems; to think critically, logically, and creatively; and to be engaged and responsible global citizens. The University’s curriculum—comprising distinct, yet interrelated programs in general education and specialized study—enables students to develop the knowledge, skills, and perspectives that equip them to learn and adapt, to contribute and succeed in a rapidly changing world.

The general education program enables students to acquire and develop a breadth of knowledge, skills, and perspectives that cross disciplinary boundaries and extend to areas outside specialized study programs.

Majors, minors, and other specialized study programs enable students to master, to various degrees, bodies of knowledge and the skills, perspectives, and modes of inquiry related to their study.

Students who complete a degree will achieve the following goals:

* Expand and develop knowledge of the major domains of inquiry, including their interdependencies and limits*

* Develop and refine the skills needed to:*
  * acquire, comprehend, and evaluate information and arguments*
  * communicate clearly, precisely, and effectively*
  * analyze and assess using qualitative and quantitative methods*
  * integrate, create, and apply knowledge*

* Develop and assimilate perspectives to:*
  * interpret past and contemporary world cultures, events, and issues*
  * make discriminating aesthetic judgments*
  * formulate considered and reasoned ethical judgments*
  * recognize and respect diversity*

The second component is the shell of the proposed semester-based general education requirements. This shell, depicted below, proposes a 14- to 18-course program that allows for sufficient breadth and student choice to align the program closely with both student and university goals.
The General Education requirements (GE) at The Ohio State University are accomplished through the 14 course requirements listed below and, for some programs, the achievement of a foreign language proficiency through a combination of testing and/or course work ranging from 0-12 units.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>COURSE TYPE</th>
<th>UNITS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>Writing Level 1</td>
<td>3</td>
<td>English 110 successor</td>
</tr>
<tr>
<td>Course 2</td>
<td>Writing Level 2</td>
<td>3</td>
<td>367 successor</td>
</tr>
<tr>
<td>Course 3</td>
<td>Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Course 4</td>
<td>Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Course 5</td>
<td>Math or Logic + ( Level R or Math 075/104)</td>
<td>3</td>
<td>151/152 successor for B.S.</td>
</tr>
<tr>
<td>Course 6</td>
<td>Data Analysis</td>
<td>3</td>
<td>Can be in the major</td>
</tr>
<tr>
<td>Course 7</td>
<td>Biological Science*</td>
<td>3-5</td>
<td>* 1 science w/ a lab = 8 for BA:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 science w/ labs = 10 for BS</td>
</tr>
<tr>
<td>Course 8</td>
<td>Physical Science*</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td>Course 9</td>
<td>Historical Study</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Course 10</td>
<td>Social Science 1•</td>
<td>3</td>
<td>• 1 from category A &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 from category B</td>
</tr>
<tr>
<td>Course 11</td>
<td>Social Science 2•</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Course 12</td>
<td>Culture &amp; Ideas or Historical Study or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Sci.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 13</td>
<td>Open option °</td>
<td>3</td>
<td>° Selected from options listed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>below</td>
</tr>
<tr>
<td>Course 14</td>
<td>Open option °</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Courses 15+</td>
<td>Language proficiency level</td>
<td>0-12</td>
<td>Three 4 unit courses for most</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>44-58 Total Units</strong></td>
</tr>
</tbody>
</table>

• Social Science categories A & B

Two categories devised by Social Science Faculty reflecting scale (e.g. large v. small, macro v. micro, etc.) or other logical differentiation

° Both Open option courses can be selected from any of the following:

- Another course 2-12 or 15: Can be used for double major
- Service learning course: Aligned with GE goals, Can be in major
- Cross Disciplinary seminar: 597 successor & new
- Education abroad: Can fulfill up to 6 units, Can be in major
<table>
<thead>
<tr>
<th>&quot;0 Count&quot; within above</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Course</strong></td>
</tr>
<tr>
<td><strong>2 Courses</strong></td>
</tr>
</tbody>
</table>

| Percentage of 121 units without Language | 36% |
| Percentage of 121 units with Language | 48% |

**General Notes**

GE courses are from outside of major unless otherwise noted.

Upper division courses from an equivalent area can be substituted automatically by an advisor.

Careful selection of the Open Option courses provides an excellent foundation for a Minor.

Approved by ULAC Vote on 1/12/2010
Endorsed by CCI for discussion on 1/22/2010
New features of the proposed semester-based curriculum include:

- "open option" courses that provide for student choice and can be combined with other coursework to form the basis of a minor;
- the potential use of both "service learning" courses and "education abroad" courses to fulfill portions of the general education requirements; and
- a more streamlined distribution of "0 count" requirements that emphasize student learning about diversity and global issues but are less cumbersome to monitor and explain.

The CCI, CCA, and the Arts and Sciences Senate have been meeting regularly with representatives of ULAC. The input of these groups has been invaluable to the development of the recommendations that appear above. The next steps in their further development will be aligning the goals and objectives for the current course categories within the new delivery structure and devising appropriate goals and objectives for the new components of the proposed general education plan.

The above recommendations will be formally considered by the CCI in the near future and then forwarded to the Arts and Sciences Senate for approval for use in the Colleges of Arts and Sciences. The Arts and Sciences general education model will then be received by the Council on Academic Affairs for other colleges’ possible application within their degree programs. ULAC hopes that this model will require far fewer exceptions with regard to general education than is currently the case throughout the university. Indeed, it is hoped that this model will serve as a nearly universal minimum standard for general education at Ohio State.

As ULAC returns to its normal duties of monitoring the delivery of general education and suggesting potential changes, the group is committed to focusing on the delivery of the so-called aspirational aspects of general education. These thematic and skill-based categories remain a priority for assessment and potential future integration as the semester-based general education program is launched. In addition, further dialogue is needed on how advanced placement relates to the semester-based general education program.

The above recommendations are also available on the calendar conversion website.

**Town Meetings.** We are now scheduling a number of town meetings — organized by college cluster — to provide you with opportunities for general discussion of the calendar conversion.

On March 4 from 9:00 to 10:00 a.m., we will host a meeting for the Health Sciences in Room 112 Meiling Hall.

A meeting for the Professional Colleges will also take place on March 4 from 1:00 to 2:00 p.m. in Room 054 Scott Lab.
Because of their size, we are planning two town meetings for the Arts and Sciences: one to be held on April 6 from 9:00 to 10:00 in the Psychology Building, Room 035. The other is set for April 7, also from 9:00 to 10:00 a.m. in the Physics Research Building Smith Seminar Room (Room 90).

A town meeting focused on the regional campuses will be scheduled in the near future.

The calendar conversion website contains all of the town meeting details.

Please mark your calendar and plan to attend one of the town meetings. We look forward to seeing you and discussing the calendar conversion with you.

Sincerely,

W. Randy Smith  
Vice Provost for Academic Programs and Co-Chair,  
Semester Conversion Coordinating Committee

Steven S. Fink  
Associate Professor of English and Co-Chair,  
Semester Conversion Coordinating Committee

Questions or comments about the transition to the semester calendar?  
Contact Assistant Provost Jay Johnson, johnson.1043@osu.edu.