

Table 17 EXTENDED. Comparison of UP GE Curriculum Structures across CUs
(as of 18 October 2016, 9:00 AM)

CU	Core Courses (See APPENDIX D)				Elective & Program-prescribed courses	TOTAL
	AH	MST	SSP	Sub-total		
Manila	6	6	6	18	6-18	24-36
Visayas	9	6	6	21	15	36
Baguio	9	9	9	27	9	36
Open U	6	9	6	21	9	30
Cebu	6	9	9	24	12	36
Mindanao	3	6	9	18	12	30
Los Baños	6	3	9	18	9	27
Diliman						
Illust. A	9	3	6	18	18 (6+6+6)	36 minimum
Illust. B	9	3	6	18	18 (9+9)	36 minimum
Illust. C	9	3	6	18	6-27	24-45
Illust. D				6-12	9-15	21 minimum
Your Illustration						
(College)						(Total) Approved at the meeting of the _____* on ___(date)___ *e.g., CEB, College Assembly

MANAGEMENT AND ECONOMICS CLUSTER						
COLLEGE	AH	MST	SSP	Sub-total	Elective & Program-prescribed courses	TOTAL
Asian Institute of Tourism (AIT) BS Tourism	3	3	3	9	9 (3+3+3) 3 (integrative)	21 Approved at the meeting of the UP AIT 158 th Regular Faculty on 09 September 2016.

UP Cesar E.A. Virata School of Business (VSB)						Endorsed at the meeting of the UPVSB Executive Committee on 15 September 2015. Still for VSB faculty approval.
BS Business Administration and Accountancy	6 Comm 3 Eng 10	3 STS	3 Kas 1	12	Free choice AH 6* MST 6 SSP 6	30
	*Must be English courses offered by the Department of English and Comparative Literature as required by the Board of Accountancy or the Professional Regulation Commission.					
BS Business Administration	6 Comm 3 Eng 10	3 STS	3 Kas 1	12	Free choice AH 3 MST 6 SSP 6	27
National College of Public Administration and Governance (NCPAG) B Public Administration	9	6`	6	21	9 (to be chosen from GE and non-PA courses)	21-30 Approved in principle on the 03 October 2016 Faculty Council meeting as proposed by the BPA curriculum revision committee; will be further discussed in the November meeting.
School of Labor and Industrial Relations (SOLAIR)	Unit offering graduate programs only					
School of Economics (SE) BS Business Economics BS Economics	3	3	3	9	9 (3+3+3) 3 (integrative)	21 Approved at the meeting of the UPSE Curriculum Committee on 06 September 2016.
	Please see attached SCHOOL OF ECONOMICS ANNEX.					
School of Urban and Regional Planning (SURP)	Unit offering graduate programs only					
Technology Management Center (TMC)	Unit offering graduate programs only					

UP Diliman Extension Program in Pampanga (UPDEPP) BA Business Econ BA Applied Psych BS Business Mgmt.	9	3	6	18	18-27	36-45 Approved at the meeting of the College Executive Board on 22 September 2016.
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ARTS AND LETTERS CLUSTER						
COLLEGE	AH	MST	SSP	Sub-total	Elective & Program-prescribed courses	TOTAL
College of Arts and Letters (CAL) BA Art Studies BA Comparative Lit. BA Creative Writing BA English Studies BA European Languages BA Philippine Studies BA Fil at Pan ng Pilipinas BA Malikhain Pagsulat sa Filipino BA Speech Communication BA Theater Arts	12 Suggested courses: Comm 3 (to be replaced by "Persuasion and Public Communication") Eng 10 (to be replaced by "Critical Inquiry," or "Writing as Thinking") Fil 40 (to be replaced by "Mapanuri at Malikhain Pagsulat sa Akademiya at Lipunan") New Course (Junior level research writing course [in English/Filipino/foreign language]; may be co-taught with other experts in various disciplines; this is similar to MBB 100 (Intro to Scientific Writing in Molecular Biology and Biotech) being team-taught by professors from the National Institute of Molecular Biology and Biotech & the Department of English and Comparative Literature)		6 Kas 1 Philo 1	18	9 Disciplinary/ Domain specific 9 Inter-disciplinary/ Integrative STS	36 Approved at the meeting of the College of Arts and Letters Special Faculty Assembly on 05 September 2016.

College of Fine Arts (CFA)						Consolidated Data from the Departments.
BFA Art History					33	33
BFA Art Education					33	33
BFA Painting	6	6	9	21	15	36
BFA Sculpture	6	6	9	21	15	36
BFA Visual Comm	9	12	6	27	6	33
BFA Industrial Design					30	30
College of Human Kinetics (CHK)						Presented at the BSS and BPE Curriculum Review Workshop on 08 June 2016. For CHK Faculty approval.
B Sports Science						
Illust. A1	9	3	6	18	18 (6+6+6)	36 minimum
Illust. A2	9	3	6	18	18 (3+9+6)	36 minimum
B Physical Education						
Illust. B	9	3	6	18	18 (9+9)	36 minimum
College of Mass Communication (CMC)						
BA Comm Research	6	6	6	18	9 3 Comm 100 equivalent	30 Approved at the meeting of the UP CMC Faculty Assembly on 18 & 29 May 2015
BA Journalism	3	6	3	12	18	30 Approved at the meeting of the UP CMC Faculty Assembly on 18 & 29 May 2015
BA Broadcast Comm	9	9	6	24	12	36 Approved at the meeting of the UP CMC Faculty Assembly on 18 & 29 May 2015
BA Film	15	15	15	45		45 Approved at the meeting of the UP CMC Faculty Assembly on 12 June 2015

College of Music (CMu) B Music (Band Conducting) B Music (Choral Conducting) B Music (Orchestral Conducting) B Music (Composition) B Music (Dance) B Music (Inst: Strings) B Music (Inst: Percussion) B Music (Inst: Winds) B Music (Music Education) B Music (Musicology) B Music (Piano) B Music (Voice)	The College of Music in its last Curriculum Assembly has decided to adopt the 21 minimum GE Scheme. This has to do with the nature of all current music programs which already have existing cognates in European Languages, Humanities, Social Sciences, Education, and Communication Studies.	21 min Approved at the meeting of the UP CMu Curriculum Assembly on 25 November 2015.
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SCIENCE AND TECHNOLOGY CLUSTER						
COLLEGE	AH	MST	SSP	Sub-total	Elective & Program-prescribed courses	TOTAL
College of Architecture (CA)						
BS Architecture (2012 Curriculum)	9	6	9	24	18 (6+6+6)	42 units Approved on 02 April 2012 (120 th Special UPD UC) and 04 June 2012 (President AE Pascual).
B Landscape Arch.	9	9	9	27	15 (6+3+6)	42 units Approved at the Landscape Architecture faculty meeting on 5 September 2016.
College of Engineering (consolidated)	6-9	3	6	15-18	6-9	21-33 Approved at the meeting of the COE College Assembly on 17 August 2016.

BS Geodetic Engineering	9 Comm 3 Eng 10 Fil 40	3 STS**	6 Kas 1 Philo 1	18	6 (3+0+3) 3 (integrative)	27
BS Industrial Engineering	9 Comm 3 Eng 10 Fil 40	3 STS	6 Kas 1 Philo 1	18	9 (3+0+6)	27
BS Mining Engineering BS Materials Engineering BS Metallurgical Engineering	9 Comm 3 Eng 10 Fil 40	3 STS	6 Kas 1 Philo 1	18	6 (SSP) 3 Eng 10	27
BS Chemical Engineering	9 Comm 3 Eng 10 Fil 40	3 STS**	6 Kas 1 Philo 1	18	6 (3+0+3)* 3 (MST)**	27
BS Civil Engineering	6 Comm 3 Eng 10	3 STS	6 Kas 1 Philo 1	15	9 (3+0+6)	24
BS Electrical Engineering BS Electronics & Communications Engineering BS Computer Engineering						27 core & integrative courses ¹ ¹ more multi-disciplinary courses
BS Mechanical Engineering	6 Comm 3 Eng 10	3 STS	6 Philo 1 Kas 1	15	6 (3+0+3)	21
BS Computer Science	12	6	9	27	6	33
	*domain-specific **integrative with MST component (e.g., CE 10, FN 1, (Arch 1, etc.)					
College of Home Economics						
BS Clothing Tech	9	3	6	18	18 (6+6+6)	36 min Approved at the meeting of the CTID Department on 06 September 2016.
BS Interior Design Option ¹ Option ²	9 9	3 3	6 6	18 18	18 (6+6+6) 6-27	36 min 24-45
¹ similar to Diliman Illust. A ² similar to Diliman Illust. C						

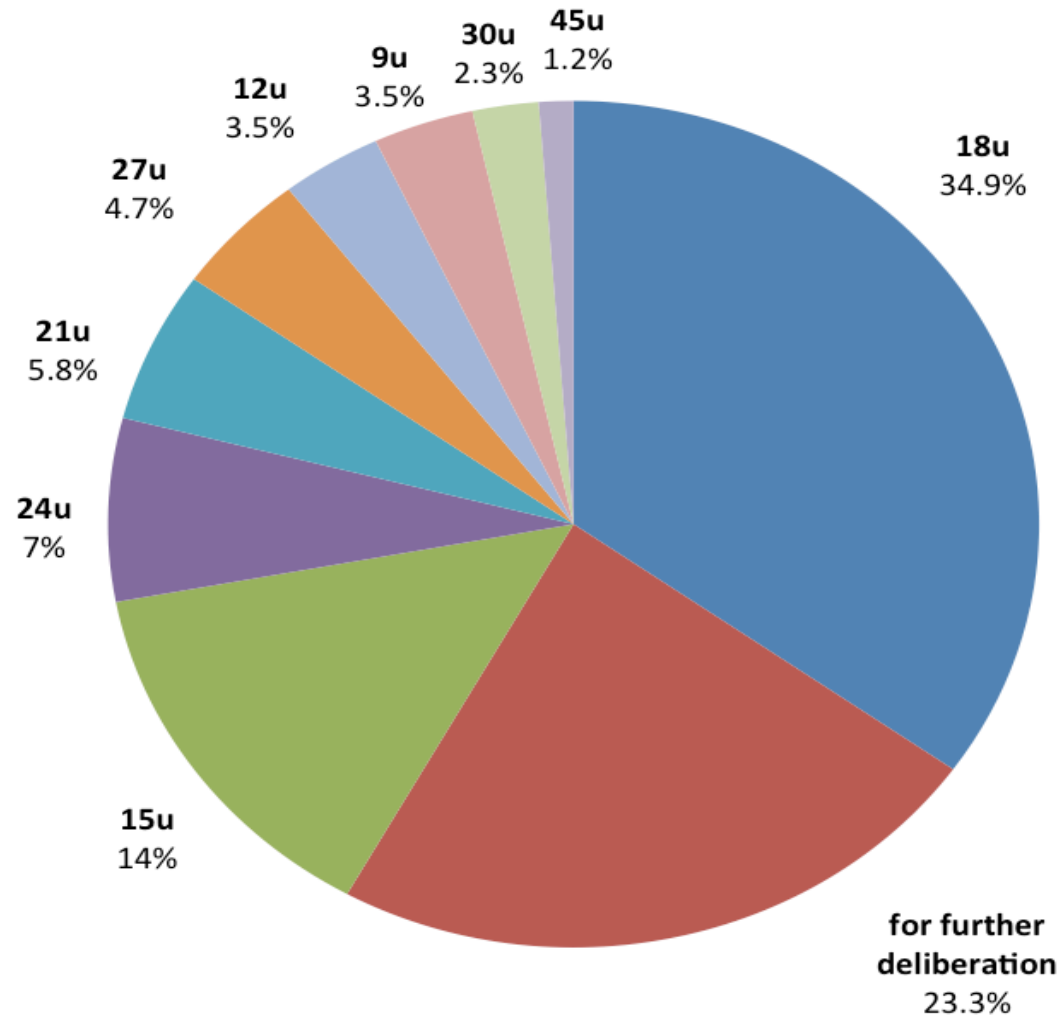
BS Family Life & Child Development *similar to Diliman Illust. A with variation	9	3 STS	6	18	18 (6+6+6)	36 max Approved at the meeting of the department on 28 October 2015 at CHE.
BS Food Tech BS Community Nutrition						21-36 Approved at the meeting of the department on 27 July 2016 at CHE Conference Room.
BS Home Economics	9	3 STS	3 Econ 11	15	6 (0+3+3)	21 minimum Approved at the HEED department on 11 February 2016 at Bataan.
BS Hotel, Restaurant & Institution Mgmt. *similar to Diliman Illust. A with variation	9	3	6	18	9-18 (prescribed course on the envt - Env Sci; course in economics - Econ 11)	27-36 Approved at the HRIM workshop (API Funded) on 28 November 2015 at Baguio City.
Please see attached COLLEGE OF HOME ECONOMICS ANNEX.						
College of Science (CS)						
CS Preference 1 (recommended by UPD Execom) BS Biology BS Chemistry BS MBB BS Mathematics BS Geology BS Applied Physics BS Physics	3	3	3	9	12	21 minimum Approved at the 108 th College Assembly on 10 August 2015.
CS Preference 2 (compromise for a UPD common core of 5 courses)	6	3	6	15	6	21 minimum
Pls. see attached COLLEGE OF SCIENCE ANNEX.						
School of Library and	9	3	9	21	15	36

Information Studies (SLIS) B Library & Info Science	Critical Persp in the Arts Critical Persp in Comm Wika, Kultura at Lipunan	Science, Tech and Society	Kasaysayan ng Pilipinas Ethics and Moral Reasoning Self and Society			Approved at the Full-Time Faculty Meeting on 05 September 2016.
School of Statistics BS Statistics	12	6	6	24	12 (3+3+6)	36 Approved at the meeting of the UPSS College Executive Board on 05 September 2016.
Archeological Studies Program (ASP)	Unit offering graduate programs only					

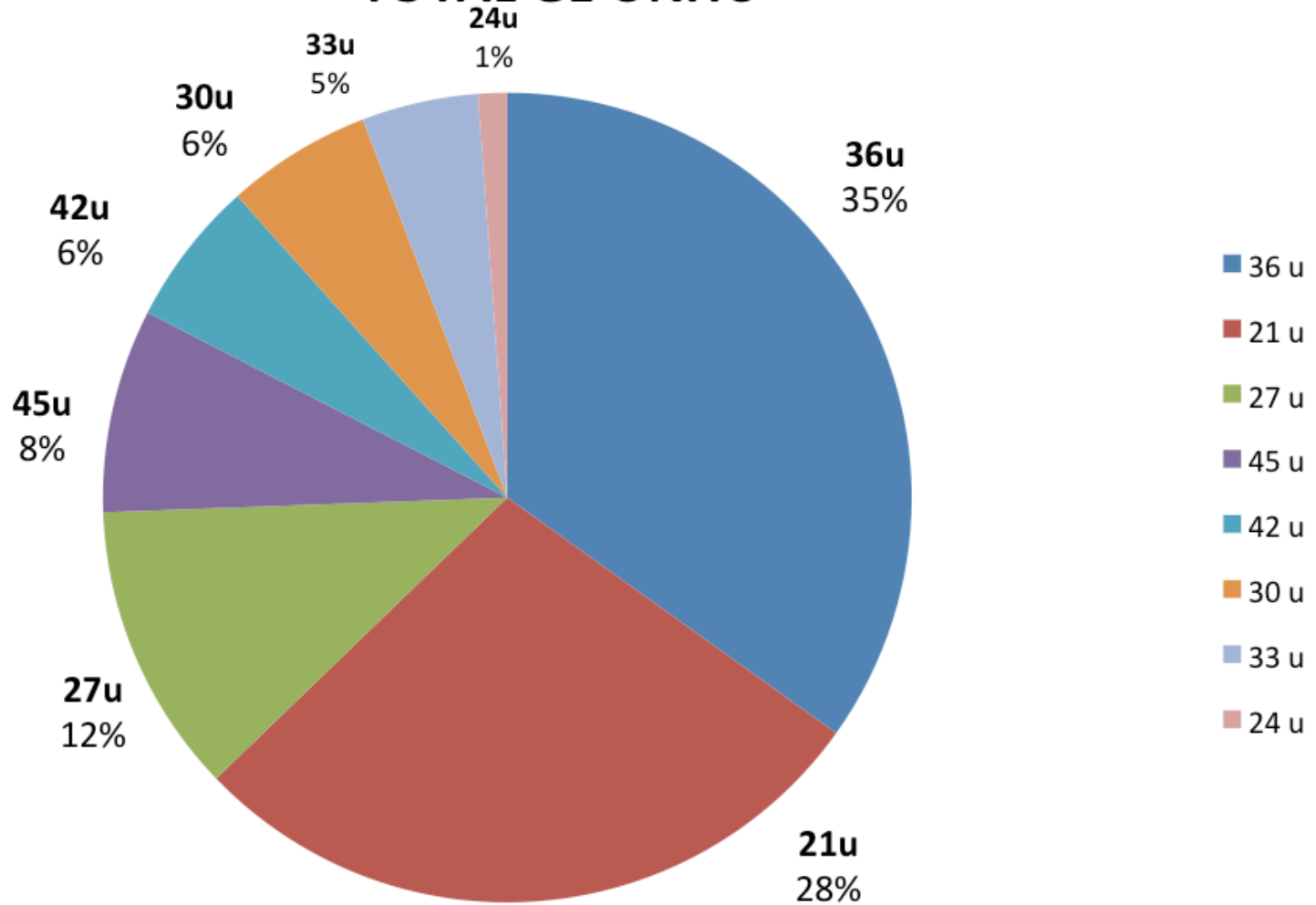
SOCIAL SCIENCES AND LAW CLUSTER						
COLLEGE	AH	MST	SSP	Sub-total	Elective & Program-prescribed courses	TOTAL
Asian Center (AC)	Unit offering graduate programs only					
College of Education (CEd) B Elementary Education B Secondary Education	9-12	6-9	9	27-30	6-9	36 Discussed at the special meeting of the CEd faculty on 25 September 2015. To be approved on 24 October 2016.
UPIS	Unit offering up to secondary education only					
College of Law (CL)	Unit offering Juris Doctor only					
College of Social Sciences and Philosophy (CSSP)						Approved at the meeting of the College Executive Board on 26 September 2016
BA Anthropology	9	3	9	21	24	45

BA Geography	6	12	6	24	18	42
BA History	9	6	9	24	12	36 minimum
BA Linguistics	6	6	6	18	27	45
BA Philosophy	9	9	9	27	9	36 minimum
BA Political Science	9	6	9	24	21	45
BA Psychology BS Psychology	9	3	6	18	24	42
BA Sociology	9	3	6	18	18	36
College of Social Work and Community Development (CSWCD) (AdHoc Committee-proposed three-tiered design) BS Social Work BS Community Development				15 (common core)	18 (6+6+6) 3 (integrative)	36 Approved at the Faculty Meeting on 26 September 2016.
	Please see attached COLLEGE OF SOCIAL WORK AND COMMUNITY DEVELOPMENT ANNEX.					
Institute of Islamic Studies (IIS)	Unit offering graduate programs only					
Center for International Studies (CIS)	Unit offering elective courses only					

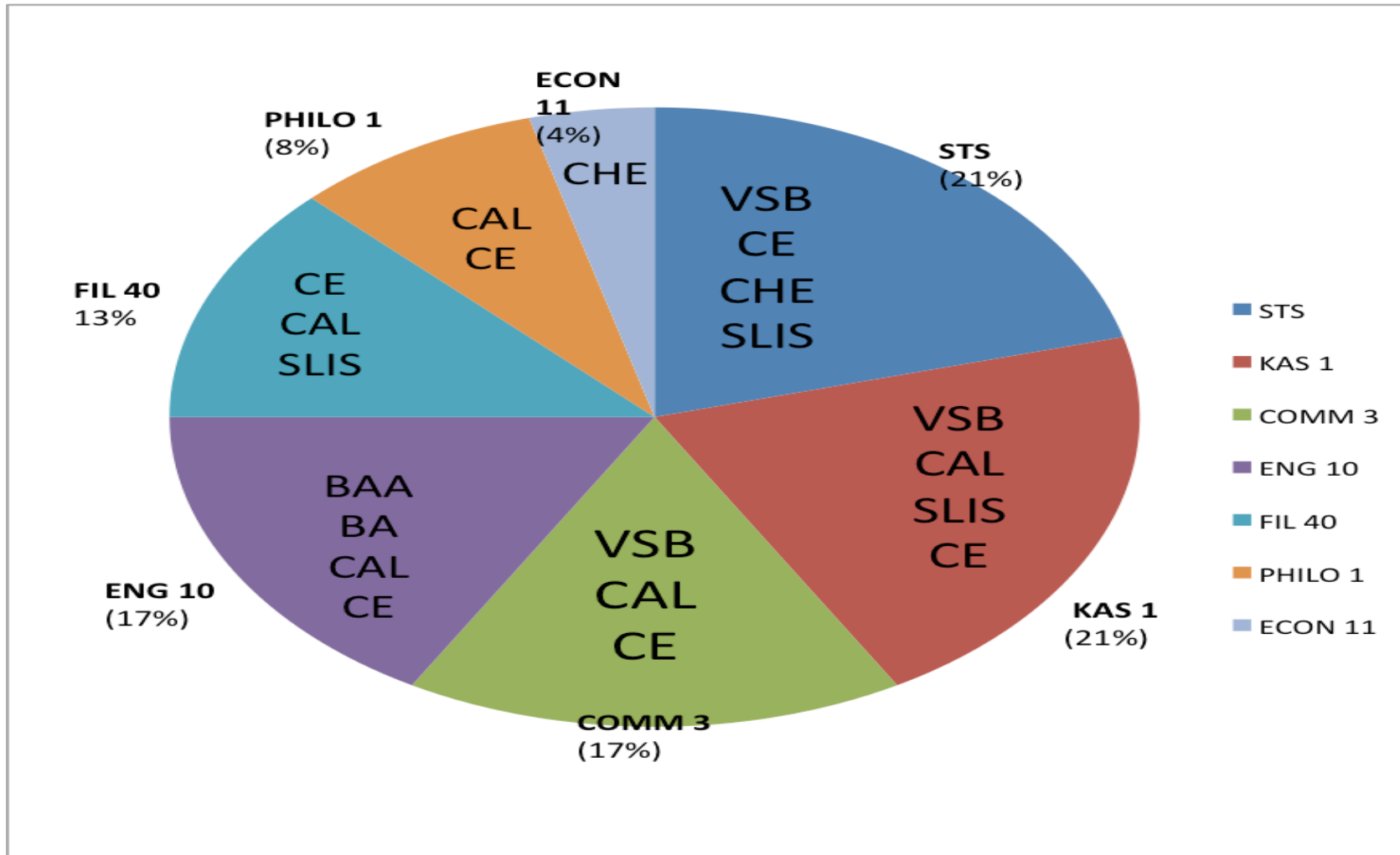
No. of Core GE Courses



TOTAL GE UNITS



Summary of Specified Courses



COMMENTS ON THE FINAL REPORT OF THE AD HOC COMMITTEE TO REVISE THE UPD HYBRID GE PROGRAM

1. The report notes that “a new trend is emerging that highlights the value and potential need for liberal or general education ...” (p. 7). It claims that “higher education institutions around the world are beginning to adopt general education curriculum even in places where they have previously not existed (e.g., Russia and Eastern Europe)” (ibid). The addition of one year in undergraduate programs in Hong Kong universities, purportedly to accommodate the GE requirements, was the only example cited in the report to illustrate the trend.

- Is there a more solid basis, apart from the HK example, to support the claim that the trend is “...more, not less, of general education...” (p. 3)? Are the top universities in the world increasing the GE content in their programs? What precipitated these changes, if indeed it is a general trend?
- The report mentions that top UK universities (e.g. University of Cambridge and Oxford) do not have “formal” GE programs (p. 18). Are these universities moving towards formalizing or increasing the GE content in their respective programs? If there is no such move or inclination, what may explain why these universities are sticking to their current curriculum?

2. The report recommends a minimum of 36 units of GE courses. This appears to be based on the observation that “...on average, universities in the sample require around 18 courses in their GE programsFor those universities in the list that require less than this average number of GE course, the modal number seems to be 12 courses (36 units)” (p. 3).

- Why is the sample limited to 18 universities? What is the basis of the sample size?
- What is the basis of the sample selection? Why is it important to have geographical representation in the sample, i.e. to include universities in the Middle East, Africa, etc.?
- If the aspiration for UP is to be among the top universities in the world, would it not make sense to focus the study on the curricular trends in the top universities?
- It was noted that the study team was constrained to include only universities whose curriculum can be accessed online. But one would expect that the programs of the top universities are more accessible online than those of universities with lower rank, hence it would have been more sensible to focus on the top universities.
- What is the rationale for taking the mode of a subsample, i.e. universities that have less than 18 GE courses?
- Using the modal characteristic of a sample is appropriate only if the sample is unbiased. Yet the exclusion of universities without GE program renders the sample biased.

3. The report recommends an outcome-based approach, noting that the current GE program “articulates only program goals and objectives” (p. 12).

- Should not the first task be to agree on the desired outcomes before fixing a minimum number of GE courses?
- The structure of the GE program should be based on the target outcomes identified. Moreover, it is more prudent to go for “quality” rather than “quantity”. Thus, the minimum number of GE courses should be based on achieving the target learning outcomes with such a number.

4. The report notes the backlog in enlistment to GE courses and yet recommends the same core GE courses with backlog problem. How can the backlog be removed if the same courses would be prescribed and the offering units are ostensibly having difficulty meeting the demand?

5. The School of Economics is inclined to support the proposed 3-tier, blended structure but prefers fixing the minimum GE courses to 21 units, instead of the proposed 36 units. A common GE curriculum will be adopted for the two program offerings of the School, namely BS Economics and BS Business Economics. The Faculty has yet to decide which GE courses to prescribe.

**Possible GE Curriculum Structure of UPSE Programs
(BS Economics and BS Business Economics)**

- Core courses (9 units)
 - 3 units from AH
 - 3 units for MST
 - 3 units from SSP
- Domain-specific (9 units)
 - 3 electives from AH
 - 3 electives from MST
 - 3 electives from SSP
- Integrative (3 units)

This document contains two parts: (1) a general comment on the report of the Ad Hoc Committee on the UPD Hybrid GE Program and (2) the consolidated proposals for the GE courses from the various units.

General Comments on the Review and Report of the Ad Hoc Committee

- We concur with the Ad Hoc Committee that the available data for review cannot adequately answer the intended objectives of the review. We think that due to inadequate data, the review results did not offer conclusive evidences to aid units in (1) determining the effectiveness of the UPD Hybrid GE Program and, more importantly, (2) determining a required number of GE courses for each unit/college/university. The lacking data are (1) responses from students evaluating the GE courses that they take in terms of developing the intended competencies (e.g. broadening intellectual horizons, integration of knowledge); (2) faculty assessment of the quality of student learning before and after taking the GE courses; and impact studies or a comparison of student achievement between the old GE programs and the Hybrid program.
- We support the need to identify the *Tatak UP* that is intended to be learned through the GE program and to translate it to observable competencies (outcomes) to be reflected in the GE course syllabi.
- As reported, the interpretation of the Student Evaluation for Teachers (SET) scores of teachers handling the GE courses was based on UP grading system. However, UP grades are awarded using a different scoring scheme from 1.0, 1.25, 1.5, 1.75, etc. On the other hand, the SET questions have response anchors of *Strongly Agree (assigned score of 1)*, *Agree (assigned score of 2)*, *Disagree (assigned score of 3)* and *Strongly Disagree (4)*. It might be better if the interpretation is based on the design of the SET instrument. The interpretation for this is that an average score of 2 means that students, in general, *Agree* to whatever was asked in the item. For instance, in a question that asks whether “*The course stimulates me to study beyond the lessons assigned*”, an answer of 2 means that the students *Agree*. In this case, an average performance for a UP faculty might be the average score between the Agree (2) and the Disagree (3), which is 2.5.

BS CT Justification

- The BS CT is currently doing a major revision in the curriculum and the Illustrative Example A seemed to fit in the most to the revisions in their proposal.

BS ID Justification

- The BS ID program was recently revised (2014) and the options they chose are those that they can readily incorporate if there is a need to again revise the program. Students who have taken the new curriculum have yet to graduate so evaluation of the effectiveness of their current program cannot yet be determined.
- The second option for students to choose 6-27 free GE units must still promote a balanced distribution of GE courses from the three domains.

BS FLCD Justification/Department Specifications

- The 9 units of AH is specifically allotted for communication skills; excluding Fil 40. This is based on their evaluation that their undergraduate students could benefit from having a stronger foundation in oral and written communication skills that could aid in preparing developmental reports and writing thesis.

BS FT Justification/Department Specifications

- With new developments pertaining to a CHED memo for BSFT and for COE, the department reconsiders their initial proposal of a minimum of 21 units to 36 units.

BS HE Justification/Department Specifications

- The department proposes a minimum of 21 units for the GE courses for the following reasons:
 - 1) The outcome of the benchmarking of selected universities show that there is no correlation between the QS ranking and the number of units required for the GE. In fact, as what the report says, some universities with high QS rankings do not have a “formal GE program at the university level as the students specialize quite early” (p.18 of Ad Hoc Report)”. In the report, it also mentioned that in France and Germany, their educational system fosters “specialized, skill-specific, ‘vocational’ education”, which is a bit similar to our newly-implemented K-12 program. In this context, the department thinks there is no definitive guideline regarding the prescription of 36 units and that since the K-12 program is a bit similar to France & Germany’s educational system, the inclusion of 21units for the GE courses can still provide graduates the essential GE competencies.
 - 2) With the K-12 program, it is assumed that the additional GE courses in the senior level high school can substitute the basic knowledge and skills for Phil. history, Asian history, communication skills for English and Filipino, social studies, and mathematics.
 - 3) The BSHE program is unique because of its generalist approach and the presence of college-prescribed courses. The program already includes courses that promote competencies that can be found in the proposed GE themes such as:

Critical Perspectives in the Arts - CTRA 13 (Arts in Daily Living), CTRA 21 (Craft Design)

Ethics & Moral Reasoning - HE 101 (Ethics and Values in Family and Society)

Self & Society - HE 100 (Family Life and Societal Development), HEEd 131 (Consumer Education), HEEd 11 (Household Resource Management)

Thus, the competencies offered in the major courses could already supplement GE competencies.

- The 9 units for AH is allotted for Eng 30 and two higher English courses (NOT Eng 10) to provide competency in both oral and written skills, particularly for thesis writing. It is assumed that the addition of English courses in the K-12 program will help improve competency in the basic English communication skills.
- The requirement to have ECON 11 as a GE is to ensure competency in basic economics which the department believes is important in the management aspect of their program.

BS HRIM Justification/Department Specifications

- The 9 units of AH is intended for courses in English that will provide competency in both written and oral English communication skills. The justification for this is for their graduates to be competitive in the ASEAN Region, especially with the objectives of the ASEAN 2015.
- The requirement to have a required course on the environment is based on the idea that the hotel and restaurant industry produces “lots of waste”; thus, knowledge about the environment will help their students think policies concerning the environment.

- The requirement to have ECON 11 as a course is to supplement basic knowledge in economics which they deem important in a management degree.

COMMENTS BY THE COLLEGE OF SCIENCE ON THE FINAL REPORT OF THE UPD AD HOC COMMITTEE TO REVIEW THE HYBRID GE PROGRAM

Prepared by
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1. The report gives a brief and selective overview of “the global context of GE” but makes no mention of the current reform in Philippine basic and higher education. While it refers to supposed trends or examples of universities (mentioning Hong Kong, Russia or Eastern Europe, but not providing details) that have adopted GE programs, or expanded their GE programs, it says little about programs (universities in Western Europe, Australia, Japan) that either have no traditional GE program (in the sense of a liberal arts tradition) or have reduced their GE requirements (including US universities).
2. The sample of universities for benchmarking did not include programs in the UK (including top-rated universities like Cambridge, Oxford, Imperial College and University College London), because “they do not have formal GE program”. Why should they be omitted? These universities have maintained their high reputation largely because of the quality of their university programs and demonstrate the diversity of successful curricular and GE frameworks or requirements. The report mentions that a recurring criticism of UPD’s GE programs is that they are patterned after mainly American-based universities, but excludes many of these alternative models of education. Even among American universities, there is a range of different formats or philosophies for their GE program (see attached Annex). We note, for example, that GE programs may include discipline-specific foundational courses especially in the natural sciences that our current GE program excludes.
3. There are inaccuracies, factual errors, and omissions in the data reported in the comparative description of GE programs. In the Annex, we have provided data obtained from the university homepages or through links provided in the websites. We believe it is important to report these inaccuracies and to provide more complete information in the interest of accuracy and informed decision-making.
4. The 3-tier format may not be appropriate or necessary. Many existing and proposed GE courses, even if taught by departments are integrative or are taught without a specific disciplinary perspective. A more practical format would be the specification of required courses (core), with electives or program-specific courses comprising the balance of GE units. The number of required courses should also be kept to a minimum to provide flexibility to the different programs in determining the courses that will meet the program’s desired outcomes. Illustration D, open (21 units minimum), hews closely to the 2015 UPD GE Conference and UPD Executive Committee recommendations for a GE program with 21 units minimum, with 1 core course each in the three disciplinary domains.
5. The report states that “it would be difficult to tell [if the Hybrid GE is effective] with the available data”, and refers to previous data (Jalao and Amor, 2014) that showed no significance difference in student ratings of how much students have learned from RGEP and Hybrid courses. With the report’s findings, we still do not know whether the GE program improved with the requirement of the specific courses. Note that highly subscribed courses such as Geog 1, Anthro 1, Art Stud 1 or Bio 1, were not picked as required courses in the Hybrid program. There are still questions as to whether we made the best choices for courses to be prescribed and several colleges have proposed alternative core courses.
6. We agree that the effectiveness of the program should be gauged in terms of outcomes. However, these may not be measured easily or efficiently while a student is in residence or even by the time the student graduates.

7. We generally agree with the observations and recommendations regarding administration and implementation. Enlistment backlogs can partly be addressed by minimizing the number of required courses.
8. More importantly, the report recommends that the GE program be redesigned by adopting an outcomes-based approach. We believe that an outcomes-based and learning-centered education gives the rationale for providing more latitude to colleges and departments to determine the shape of their degree program requirements. In the end, a genuine liberal education should draw from its different components – general education and specialization/major courses as well as courses such as physical education, foreign language, and electives.

COMPARISON OF DATA PRESENTED IN THE AD HOC COMMITTEE REPORT AND DATA OBTAINED BY THE COLLEGE OF SCIENCE

TOP 10 UNIVERSITIES IN QS WORLD UNIVERSITY RANKINGS 2015/16					
	DATA REPORTED BY AD HOC COMMITTEE			LATEST DATA OBTAINED BY CS FROM UNIVERSITY HOMEPAGE	
QS World 2015/16	University	Type of Curriculum	Distribution Requirements	Actual Curriculum (based on official website information)	Remarks
1	Massachusetts Institute of Technology	Blended: Combination of required and elective courses in 5 areas	17 courses	9 Science, S& T restricted electives, lab requirement <ul style="list-style-type: none"> • 2 Physics • 2 Mathematics • 1 Chemistry • 1 Biology • 2 Restricted electives in S & T • 1 Laboratory requirement 8 Humanities, Arts and Social Science requirements (includes 2 communication requirement courses)	The 9 science requirements of MIT correspond to the usual foundational courses taken by UPD science majors. The MIT program is more of a distribution model, instead of a blended one, as there are several courses to choose from to fulfill the general institute requirements.
2	Harvard University	Distributed: students must take one course in each of the 8 categories/themes.	8 courses	New Harvard Gen Ed Program: 4 Gen Ed courses from four newly-formed categories <ul style="list-style-type: none"> • Aesthetics and Culture • Ethics and Civics • Individuals, Societies, Histories • Science and Technology in Society; 3 distribution courses across the three divisions of Faculty of Arts and Sciences divisions (Natural Sciences, Social Sciences, Arts and Humanities).	GE program presented by the Committee will be replaced by a new one. The revised program shown on the left was approved on 1 March 2016 by the Harvard faculty. The new program is expected to be implemented in 2018. 1 Gen Ed course and 3 of the

				<p>Natural Science course may be taken from School of Engineering and Applied Sciences. At least 1 of the 3 may be counted towards the major requirements;</p> <p>1 quantitative facility requirement</p>	<p>distribution courses may be taken Pass/Fail</p> <p>Because at least 1 of the distribution courses may count towards the major requirement, Harvard's GE program effectively requires 7 courses.</p>
3	University of Cambridge	<i>(Not included in committee report.)</i>		See note below on UK universities.	
3	Stanford University	Core: Students take a series of required courses in three areas/ programs.	22 – 23 courses (18 core courses)	<p>General Education Breadth Requirements (for those admitted 2013 and later):</p> <p>1 THINKING MATTERS course</p> <p>11 WAYS OF THINKING/WAYS OF KNOWING COURSES:</p> <ul style="list-style-type: none"> • WAY-AII: Aesthetic and Interpretive Inquiry (2 courses) • WAY-SI: Social Inquiry (2 courses) • WAY-CE: Creative Expression • WAY-ER: Ethical Reasoning • WAY-ED: Engaging Diversity • WAY-FR: Formal Reasoning • WAY-AQR: Applied Quantitative Reasoning • WAY-SMA: Scientific Method and Analysis (2 courses) <p>Plus</p> <p>WRITING AND RHETORIC REQUIREMENT</p> <ul style="list-style-type: none"> • 2 courses in Program in Writing and Rhetoric • 1 Writing in the Major course <p>Plus</p> <p>LANGUAGE REQUIREMENT</p>	<p>Stanford's latest program does not require 22-23 courses (with 18 core). The correct number is 15 courses.</p> <p>The curriculum is more of a distribution model, instead of a core model.</p> <p>For the THINKING MATTERS and WAY courses, students can choose from a menu of possible courses. There are also different ways to satisfy the WRITING AND RHETORIC requirement.</p> <p>The approved courses that may be credited to WAY-FR, WAF-AQR and WAY-SMA are mostly science and math courses (including calculus, statistics, research methods, and other science courses). Biology courses are included in WAY-ED.</p> <p>Many of the THINKING MATTERS courses deal with science themes or topics.</p>
5	California Institute of Technology	Blended: Students take courses in 8 areas; mixture of required courses	70 courses** (210 units)	<p>Core institute requirements: 24 courses + PE (for students admitted after 2012)</p> <p>SCIENCE COURSES (12 courses):</p>	<p>The 70-course GE program reported by the Committee is incorrect. There are 24 courses + PE.</p>

		and courses to be chosen by the student.	<p>[Note in Committee Report:</p> <p>**Caltech is the most atypical which requires around 70 courses to fulfill the GE requirements.]</p>	<ul style="list-style-type: none"> • 3 Freshman Math courses (27 u) • 3 Freshman Physics courses (27 u) • 2 Freshman Chemistry courses (15 u) • 1 Freshman Biology course (9 u) • 1 Science/Tech Menu class (9 u) • 1 Freshman Chem lab (6 u) • 1 Scientific Writing (3 u) <p>HUMANITIES AND SOCIAL SCIENCE COURSES (12 courses):</p> <ul style="list-style-type: none"> • 4 Humanities courses (36 u) • 4 Social Science courses (36 u) • 4 Additional Humanities and Social Science courses (36 u) <p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> • 3 Physical Education courses (9 u) <p>TOTAL: 24 courses (210 u) + 3 PE courses (9 u)</p> <p>Note: CALTECH has a trimestral program; minimum load per term is 45 units (average of 540 units per degree program)</p>	<p>Twelve courses are usual foundational courses in Sciences and Math (with a scientific writing course), 12 from Social Sciences and Humanities, and 3 PE courses.</p> <p>It appears that the number 70 was obtained by dividing the total 210 units by 3.</p> <p>The unit count of a CALTECH course is broken down into 3 components, listed (x,y,z) where x = hours of classroom lectures, y lab hours, and z hours for out of class time for study/preparation/homework).</p> <p>For example, the calculus course Math 1a, listed as 9 units, is broken down as (4-0-5) – 4 hours lecture, 0 lab, and 5 hours study.</p> <p>Majority of the courses have a (3-0-6)-unit distribution, for a total credit of 9 units for the course.</p>
6	University of Oxford	<i>(Not included in committee report.)</i>		See note below on UK universities.	
7	University College London	<i>(Not included in committee report.)</i>		See note below on UK universities.	
8	Imperial College (London)	<i>(Not included in committee report.)</i>		See note below on UK universities.	
9	ETH Zürich (Swiss Federal Institute of Technology – Zürich)	(no information available)	20 courses (60 credits)	ETH Zurich's undergraduate programs (majority are in STEM) are specialized, just like in most European universities. Students more-or-less take the same basic courses in math, physics, chemistry, biology, computing, especially in the first year.	<p>There is no GE requirement of 20 courses or 60 credits.</p> <p>Information, including all curricula, is available from the 108-page brochure</p>

				However, all students must earn 6 ECTS credits from a “compulsory elective Humanities, Social and Political Science (GESS) course” by attending various lectures or seminars (choosing from over 100 possible lectures per semester). A bachelor’s program runs for 3 years and requires 180 ECTS (European Credit Transfer System) credits.	<p>“ETZ Zurich, Orientation for Students”, 5th Edition, September 2015.</p> <p>Courses are given varying ECTS credits (from as low as 1 to sometimes 10 or 15). One ECTS credit roughly corresponds to 30 student workload hours (contact/ preparation/study).</p>
10	University of Chicago	Blended: students take courses in 3 domains. Students should take language requirement equivalent to 1 year of study	13 -19 courses plus language requirement	<p>Chicago Core requires 15 courses: 3 courses in Social Sciences 6 courses from the following:</p> <ul style="list-style-type: none"> • Art/Music/Drama (1-2 courses) • Humanities (2-3 courses) • Civilization Studies (2-3 courses) <p>6 courses from the following:</p> <ul style="list-style-type: none"> • Mathematics (1-2 courses) • Physical Sciences (2-3 courses) • Biological Sciences (2-3 courses) <p>Plus a language requirement</p> <p>CHICAGO has a quarterly academic calendar.</p>	<p>The curriculum requires 15 courses, not a range of 13-19 courses.</p> <p>Similar to other programs, the math, physical and biological sciences requirement of Chicago may be satisfied by taking foundational courses; they may also be satisfied through advanced placement, international baccalaureate or placement exams.</p>

TOP 6 ASIAN UNIVERSITIES IN QS WORLD UNIVERSITY RANKINGS 2015/16

TOP 6 ASIAN UNIVERSITIES IN QS WORLD UNIVERSITY RANKINGS 2015/16					
	DATA REPORTED BY AD HOC COMMITTEE			LATEST DATA OBTAINED BY CS FROM UNIVERSITY HOMEPAGE	
QS World 2015/16	University	Type of Curriculum	Distribution Requirements	Actual Curriculum (based on official website information)	Remarks
12	National University of Singapore	Distributed: students should choose one module each from the 5 pillars (themes). Some colleges or units have	5 courses (20 modular credits)	<p>5 courses chosen from 5 Pillars (themes):</p> <ul style="list-style-type: none"> • Quantitative Reasoning (1) • Human Cultures (61) • Singapore Studies (34) • Thinking and Expression (37) • Asking Questions (course/s still to be launched) 	<p>Each course is given 4 modular credits for a total of 20 modular credits.</p> <p>Almost all degree programs are 4-year programs (except a few, like Business, Accountancy, Management – which are 3-year programs).</p>

		restrictions on which module the student will take relative to his/her major.		The numbers in parentheses are the numbers of approved courses.	Each 4-year program has around 160 modular credits.
13	Nanyang Technological University, Singapore	<i>(Not included in committee report.)</i>		<p>For students admitted after AY 2014-15, General Education Requirements (GER) are:</p> <ul style="list-style-type: none"> • GER-CORE (usually 12 Academic Units/AU) to be chosen from a menu of courses classified according to categories/themes/disciplines • GER-PRESCRIBED ELECTIVES (usually 15 AUs but could be less) to be chosen from a menu of courses falling under 3 categories: Liberal Arts (renamed from former Arts, Humanities and Social Sciences category and Liberal Studies Category); Business and Management; and Science, Technology and Society. <p>A course may earn 1, 2 or 3 AUs.</p> <p>Core courses and prescribed electives are determined by the different schools/faculties.</p> <p>Examples:</p> <p>A. School of Humanities and Social Sciences (SHSS) Core (12 AU):</p> <ul style="list-style-type: none"> • Communication Skills (6 AU) • Singapore Studies (3 AU) • Ethics and Moral Reasoning (1 AU) • Environmental Sustainability (1 AU) • Enterprise and Innovation (1 AU) <p>Prescribed Electives (15 AU), courses to be chosen from the following 3 areas:</p> <ul style="list-style-type: none"> • Science, Technology and Society (3 AU) • Business and Management (3 AU) • Liberal Arts (3 AU) 	<p>1 AU = one hour of lecture/tutorial per week or 3 hours of lab/field work per week</p> <p>Many courses, especially 1 AU-courses can be completed online.</p> <p>Each curriculum may also include up to 15 AU of unrestricted electives from a list of courses offered by all schools.</p> <p>NTU has 3-year or 4-year programs (honors) requiring at least 132 AUs.</p> <p>Several programs (STEM) require only 9 units of GER-Prescribed Electives. See example below:</p> <p>B. School of Physical and Mathematical Sciences Core (12 AU):</p> <ul style="list-style-type: none"> • Absolute Basics for Career (2 AU) • Scientific Communication I (2 AU) • Scientific Communication II (2 AU) • Intro to Sustainability (1 AU) • Defense Science (3 AU) • Ethics and Moral Reasoning (1 AU) • Career Power Up (1 AU) • Enterprise and Innovation (! AU) <p>Prescribed Electives (9-15 AU): Same as SHSS (except for Math and</p>

				<ul style="list-style-type: none"> 6 AUs from any of the above areas 	Economics – which require only 9 AUs)
25	Tsinghua University, China	Core: Students must take a set of required courses	16-18 courses	<p>There is a flexible department-specific system for the different majors. The components for a typical bachelor’s program are:</p> <ul style="list-style-type: none"> Humanities and Social Sciences (usually 35 credits, or around 12 courses) Basic science courses Major/major-related courses (both main and elective courses) Practical training/internship Other skills (e.g. research paper-writing) <p>A 4-year program normally requires 170 credits. Courses may have different credits (from 1 to 5)</p>	<p>Example: For the Physics major (174 credits)</p> <ul style="list-style-type: none"> 35 credits (around 12 courses) from Humanities and Social Science 51 units of basic science courses 44 credits (11 courses) of main physics courses 14 credits of Physics electives 15 credits of practice courses 15 credits of training courses in paper-writing
28	The Hong Kong University of Science and Technology	Core: Students complete the same set of courses regardless of major	12 courses (36 credits)	<p>12 courses (36 credits) to be chosen from 8 broad core areas. 10 (30 credits) of the 12 follow the required distribution below:</p> <ul style="list-style-type: none"> Humanities (H) – 6 credits Social Analysis – 6 credits Science and Technology – 6 credits Quantitative Reasoning – 3 credits Arts – 0 credit English Communication – 6 credits Chinese Communication – 3 credits Healthy Lifestyle – non-credit <p>Plus 2 other electives (6 credits) to be chosen from the first five areas above</p>	<p>HKUST has a distribution, not a core model. Students <u>do not</u> complete the same set of courses.</p> <p>Instead of a fixed set of core courses, students can choose from a fixed set of common core areas.</p>
30	University of Hong Kong	<i>(Not included in committee report.)</i>		<p>6 courses across 4 Areas of Inquiry (at least one from each area):</p> <ul style="list-style-type: none"> Scientific and Technological Literacy Humanities Global Issues China: Culture, State, Society 	<p>Each course has 2 hrs lecture and 1 hr tutorial per week.</p> <p>There are around 40 courses to choose from in each area</p>

36	Seoul National University	Distributed: Students choose courses from an approved list and varies per college/unit. Courses are categorized in 3 themes	12- 15 courses (36-45 credits)	<p>GE requirement is 36-45 credits depending on College, to be chosen from an approved list categorized into 3 themes:</p> <p>A. Academic Foundations</p> <ul style="list-style-type: none"> • Critical Thinking and Writing • Foreign Languages • Mathematical Sciences • Natural Sciences • Computing and Information Science <p>B. Worlds of Knowledge</p> <ul style="list-style-type: none"> • Language and Literature • Culture and Art • History and Philosophy • Politics and Economy • Humans and Society • Nature and Technology • Life and Environment <p>C. GE Electives (1 unit courses)</p> <ul style="list-style-type: none"> • Physical Education • Art Practice • College Life and Leadership • Creativity and Convergence • Korea in the World <p>A course generally earns 3 credits. Some courses may have 4 or more credits (e.g. There are calculus courses with 6 or 8 credits and natural science courses with 6 credits). Some courses may have 1 credit (GE electives) or 2 (e.g. some foreign language courses)</p> <p>Many colleges allow electives to be taken from any/all of the three themes (e.g. College of Social Sciences).</p>	<p>The GE requirement may be completed with less than 12 courses (as some courses earn more than 3 credits).</p> <p>A degree program has at least 130 credits. Colleges determine the range of units and courses for their GE requirements.</p> <p>Examples:</p> <p>A. College of Humanities (36 credits)</p> <ul style="list-style-type: none"> • Academic Foundations: 14-18 credits • Worlds of Knowledge: 15 credits • GE electives: 2 credits • Any GE course from the three themes: 5 (or 3) credits <p>B. College of Natural Sciences (44 credits)</p> <ul style="list-style-type: none"> • Academic Foundations: 32 – 38 credits (25 credits from Mathematical and Natural Sciences; 3 credits College Writing; 4-6 credits Foreign Languages) – could be completed with 8 or 9 courses • Worlds of Knowledge: 12 credits (4 courses in at least 4 areas) <p>Excluding the math/science courses and foreign language requirement, the GE program for the College of Natural Sciences comprises 5 courses.</p> <p>C. College of Social Sciences: 36 credits</p> <ul style="list-style-type: none"> • Academic Foundations: 7 – 13
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					credits (1 Writing, 2 Foreign Languages) <ul style="list-style-type: none"> • Worlds of Knowledge: 15 credits • Any GE course from the three themes: 15-17 credits
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NOTE:

1. Baccalaureate programs in most UK universities, as well as many other universities in Western Europe (Germany, France, Austria, etc.) do not have a GE program. Instead, the first year covers the major subject broadly and may introduce foundational courses relevant to the major. Students can specialize quickly, but those who are less certain are able to explore the wider area before deciding what to focus on (Cambridge). For example, a History major in Cambridge University can take a paper on at least one period of British History and at least one paper on British economic and political history in their first year. English majors take six compulsory courses in their first two years (Shakespeare, various periods of English Literature). Mathematics freshmen take fundamental courses in abstract algebra, analysis, probability, mathematical methods, and Newtonian dynamics. In Imperial College (London), the first year Biology program covers the basic core areas of Biology as well as key scientific skills like information retrieval, literature referencing, statistics.
2. The Final Report of the Ad Hoc Committee to Review the Hybrid GE program was disseminated to the Institutes for discussion. These comments are the results of feedback from the different CS Institutes and discussion in several meetings of the College Executive Board and key Institute persons involved in the implementation of the GE program, and from comments and discussion in the latest College Assembly.

Jose Maria P. Balmaceda
 Dean, College of Science

16 September 2016

COLLEGE OF SOCIAL WORK AND COMMUNITY DEVELOPMENT ANNEX

September 28, 2016 letter of Dean Jocelyn Caragay:

In our faculty meeting last September 26, 2016, both departments offering undergraduate programs in the College - the Department of Social Work (DSW) and the Department of Community Development (DCD) - find the proposed 36-unit GE curriculum with the three-tiered design, acceptable.

This refers to the proposed GE course distribution illustrated on Table 13 (Tiered Hybrid GE Ad Hoc Committee report, p.27), consisting of 36 units. These consist of: a) Tier 1, 5 core courses common to all UPD degree program; b) Tier II, 6 elective courses (2 each under each domain -AH, SSP, and MST clusters); and c) one elective integrative course (e.g. STS). The DCD may opt to require specific GE courses under Tier II (to be finalized with the BSCD curriculum review). As earlier communicated, the DSW says that the said proposal is (in) line with the proposed revision of the BSSW curriculum which also consist of 36 units of GE courses.

As likewise communicated earlier, the Department of Women and Development Studies (DWDS), although they have no undergraduate offerings, reiterates its support for the GE curriculum to be liberalist in orientation. They also agree that there is a need for a more output-based assessment criteria in order to rationalize GE planning, monitoring and evaluation.

All the best for our GE program!

Sincerely,
Joyce T. Caragay