
Reimagining General Education

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Ohio University
Reimagining General Education Leadership Team

CONTENTS

Executive Summary	3
1 Introduction.....	4
1.1 Brief History of General Education at Ohio University	4
1.2 Current General Education Program.....	5
1.3 General Education Offerings and Enrollments	6
1.4 General Education Common Goals.....	7
1.5 General Education Considerations	8
2 Reimagining General Education Process	9
2.1 Step 1: Reasons for Reimagining General Education	9
2.2 Step 2: General Education Principles.....	9
2.3 Step 3: Proposed Statement(s) of Intent and Models.....	9
2.4 Step 4: Presentations, Feedback, and Revision.....	10
2.5 Step 5: Recommendations	11
3 Recommended General Education Revision	12
3.1 Statement(s) of Intent	12
3.2 Model.....	12
Appendix A: General Education Learning Outcomes	2
Appendix B: General Education Considerations	8
Appendix B.1: State General Education Requirements.....	11
Appendix C: Reasons for Reimagining General Education	12
Appendix D: General Education Principles.....	15
Appendix E: Proposed Models.....	18
Appendix F: Advisory Group.....	21
Appendix G: Presentations and Discussions.....	23
Appendix H: Sample Arch.....	24
Appendix I: Sample Four-Year Plans	25

EXECUTIVE SUMMARY

Ohio University holds as its central purpose the intellectual and personal development of its students. Through general education, Ohio University ensures that students have broad exposure to a variety of disciplinary perspectives and have opportunities to develop particular skills.

PROCESS

After more than 40 years, Ohio University is reimagining general education. Using directives from a Faculty Senate Resolution, the Reimagining General Education Task Force followed a five-step process.

1. **Reasons.** The primary reasons for reimagining general education are (1) achieve the OHIO Common Goals, (2) align with ODHE and HLC expectations, (3) communicate the value and intent to stakeholders, (4) align curriculum and intentions for deeper learning, and (5) update a 40-year-old program to capture revisions and initiatives.
2. **Principles.** The guiding principles state that a revised general education should be learner centric, faculty driven, challenging, inclusive, and flexible.
3. **Initial Proposal.** Three alternative models were proposed for consideration. The models varied by components and emphasis: integration, balance, and distribution requirements.
4. **Presentations, Feedback, and Revision.** Feedback was collected from more than 100 faculty through 18 presentations, 15 open discussion Q&A sessions, and one three-hour poster session.
5. **Recommendations.** Based on questions and suggestions, a final recommendation for a reimagined general education (i.e., OHIO BRICKS) was proposed.

RECOMMENDATION

OHIO BRICKS (i.e., Build, Reason, Integrate, Communicate, Know, and Synthesize) focuses on breadth of knowledge and common goals learning outcomes. The model blends distribution and integration requirements while emphasizing a liberal arts education. It includes a minimum of 38 credit hours across five categories:

1. **Foundations** (11 hrs) will emphasize written communication, quantitative reasoning, and intercultural knowledge and competence through foundational courses.
2. **Pillars** (12 hrs) will emphasize knowledge and methods associated with the humanities, natural sciences, and social sciences through distributed courses.
3. **Arches** (9 hrs) will emphasize critical thinking and teamwork through the exploration a common topic from different disciplinary perspectives.
4. **Bridges** (4 hrs) will emphasize oral communication, ethical reasoning, integrative learning, and intercultural knowledge /competence through liberal arts or disciplinary course options.
5. **Capstones** (2 hrs) will emphasize critical thinking and integrative learning through a culminating or capstone experience.

The OHIO BRICKS model will also include six high-impact educational practices: common intellectual experience, writing-intensive courses, collaborative assignments, diversity learning, experiential learning, and capstone courses.

1 INTRODUCTION

Ohio University holds as its central purpose the intellectual and personal development of its students. Ohio University is committed to developing each student's potential to contribute to the public good. By combining the culture and personal attention of a small, residential institution with the opportunities of a large public research university, Ohio University immerses students in a shared community of learning that builds character while preparing them to address the local, national, and global challenges of the 21st Century.

1.1 BRIEF HISTORY OF GENERAL EDUCATION AT OHIO UNIVERSITY

In its earliest days, OHIO's general education (GE) curriculum was oriented around a core model where students were required to take a set of classes, including Greek, Latin, rhetoric, and other classical foundations. As OHIO moved away from a core model, academic units were asked to identify key competencies, bodies of knowledge, and philosophical understandings that could comprise a broadly distributed general education curriculum.

The foundations of OHIO's current GE curriculum were established by the Faculty in May 1979. Since 1979, a number of major reforms have been attempted, yet only minor adjustments have been made. For example, two major reform initiatives (in 1995 and 2005) were introduced, but recommendations for updating GE were not adopted by the Faculty Senate. However, the following three changes have been made since 1979:

- In 2005, the Faculty Senate approved changes to Tier III. The revision allowed major capstone courses to count as Tier III courses.
- In 2006, the Faculty Senate approved revisions to Tier II. The revision reorganized the breadth of knowledge into six areas.
- In 2011, the Faculty Senate approved revisions to Tier I. The revisions established Junior Composition Equivalency (JE) courses.

1.2 CURRENT GENERAL EDUCATION PROGRAM

OHIO's general education program has formed around a Tier-based system that assumes an accumulation of particular skills and broad exposure to a variety of disciplinary perspectives.

Today, Ohio University is still committed to the belief that students need certain intellectual skills in order to participate effectively in society. As stated in the Undergraduate Catalog and other public-facing OHIO materials, these explicitly include the following:

- The ability to communicate effectively through the written word and the ability to use quantitative or symbolic reasoning.
- Broad knowledge of the major fields of learning.
- A capacity for evaluation and synthesis.

To achieve these skills, OHIO's general education (GE) program includes a three-tiered GE requirement that all baccalaureate degree students (except those in Honors Tutorial College) must fulfill (**Figure 1**).

- Tier I course requirements build your quantitative and English composition skills;
- Tier II course requirements increase your breadth of knowledge; and
- The Tier III course requirement develops your ability to interrelate, synthesize, and integrate knowledge from different academic disciplines.

OHIO's Tier I courses include English Composition, Quantitative Skills, Junior Composition, and Junior Composition Equivalency. Tier II courses include Applied Science and Mathematics (2AS), Cross-Cultural Perspectives (2CP), Fine Arts (2FA), Humanities and Literature (2HL), Natural Sciences (2NS), and Social Sciences (2SS). Tier III courses include courses with a T3 prefix and other courses designated as Tier III-equivalent.

According to the OHIO University Undergraduate Catalog 2019-20, 84 courses are designated as Tier I, 415 courses are designated as Tier II, and 180 courses are designated as fulfilling Tier III. Combined, the 2019-20 Undergraduate Catalog lists approximately 680 courses with a general education designation.

Figure 1: General Education

Tier III

Tier II

- Applied Science & Mathematics
- Cross-Cultural Perspectives
- Fine Arts
- Humanities & Literature
- Natural Sciences
- Social Sciences

Tier I

- English Composition
- Quantitative Skills
- Junior Composition

1.3 GENERAL EDUCATION OFFERINGS AND ENROLLMENTS

Although OHIO's undergraduate students are required to take courses throughout a distributed curriculum, students are free to select from broad lists of courses based on interest, availability, and other considerations.

Offerings

Since the quarter-to-semester transition (Q2S) transition in Fall 2012, the number of courses designated with a general education code listed in the Undergraduate Catalog has increased each year. Comparing 2012-13 and 2019-20, courses designated as Tier I (80 to 84, 5%) have modestly increased while courses designated as Tier II (335 to 415, 24%) and as Tier III (136 to 180, 32%) have increased substantially. Combined, the total number of courses listed in the Undergraduate Catalog designated with a general education code increased by 23% (551 to 679) between 2012-13 and 2019-20.

Each academic year, OHIO offers many sections of general education courses to meet student needs. According to OHIO's Office of Institutional Research, OHIO offered 2973 sections of general education courses in AY18-19 (*fall and spring only*). Comparing AY12-13 to AY18-19, the number of Tier I sections have remained relatively constant (798 to 799), Tier II sections offered decreased by 8% (1969 to 1819), and the number of Tier III sections increased by 26% (281 to 355). By comparison, the total undergraduate student enrollment decreased by 12.5% (32,735 to 28,632) between AY12-13 and AY18-19.

Combining all general education course offerings in AY18-19 ($n= 2973$), Arts & Sciences accounted for the majority of sections offered ($n= 1773$, 60%) followed by Health Sciences & Professions ($n= 332$, 11%), Communications ($n= 295$, 10%), and Fine Arts ($n= 216$, 7%).

Enrollments

Each academic year, OHIO undergraduate students enroll in courses designated as general education. According to OHIO's Office of Institutional Research, total enrollment in general education courses was 95,747 in AY18-19 (*fall and spring only*). Comparing AY12-13 and AY18-19, total enrollment in general education designated courses decreased from 106,797 to 95,747 (-10%) including a 12% decrease in Tier I course enrollment (79,494 to 70,160) and a 12% decrease in Tier II course enrollment (21,169 to 18,651). However, enrollment in Tier III courses increased by 13% (6,134 to 6,936). By comparison, the total undergraduate enrollment decreased by 12.5% (32,735 to 28,632) between AY12-13 and AY18-19.

According to OHIO's Office of Institutional Research, average enrollment per section decreased for 9 of 11 of the general education codes between AY12-13 and AY18-19. Comparing AY12-13 and AY18-19, average enrollment per section across all general education Tiers decreased: Tier I (26.5 to 23.3, -12%), Tier II (40.4 to 38.6, -4%), and Tier III (21.8 to 19.5, -11%).

1.4 GENERAL EDUCATION COMMON GOALS

In 2014, the Faculty Senate approved a more robust set of outcomes for its graduates, known as the General Education Common Goals. Passed on May 5, 2014, the “Resolution for the Endorsement of the General Education Common Goals” directed the General Education Task Force to:

1. develop learning objectives for these goals;
2. propose possible changes to general education in order to meet the learning objectives for these goals; and
3. incorporate learning outcomes and assessment into any proposed changes to general education.

The first step of the Resolution asked for learning objectives (outcomes) for the common goals.

In 2018, an Expanded University Curriculum Council (UCC) General Education Committee established the learning objectives for the common goals. Members of the expanded committee included the UCC General Education Committee, representatives from the 2018 HLC AQIP Strategy Forum, and representatives from the 2014 General Education Task Force.

In Spring 2018, the UCC General Education Committee reviewed and adopted the use of the learning outcomes in the AAC&U VALUE Rubrics as the learning outcomes for OHIO’s Common Goals. These were presented to UCC and Faculty Senate in Spring 2018.

This established the eight OHIO Common Goals: critical thinking, quantitative reasoning, written communications, oral communications, teamwork, intercultural knowledge & competency, ethical reasoning, and integrative learning (**Figure 2**). Combined, the common goals established 42 specific learning outcomes. Learning outcomes are provided in **Appendix A**.

Figure 2: OHIO Common Goals



1.5 GENERAL EDUCATION CONSIDERATIONS

Before beginning the reimagining general education process, the Reimagining General Education Task Force reviewed the key considerations, constraints, and frameworks for reimagining general education. The following six considerations served as directives and guidelines for reimagining general education at Ohio University.

1. **Ohio University Mission.** According to the Ohio University Undergraduate Catalog 2019-20, OHIO's undergraduate programs are "designed to contribute to intellectual and personal development" and "emphasize liberal studies." As such, any effort to revise general education should align with the Ohio University's mission.
2. **General Education Common Goals.** The "Resolution for the Endorsement of the General Education Common Goals" established faculty-approved common goals for general education. As such, any effort to revise general education should explicitly include (and be limited to) approved breadth of knowledge and common goals.
3. **Faculty Senate Directives.** The "Resolution for the Endorsement of the General Education Common Goals" also established specific directives for revising general education that included proposing possible changes to meet learning outcomes and incorporating assessment into proposed changes. As such, any effort to revise general education should follow the directives of the Faculty Senate resolution.
4. **Ohio Department of Higher Education (ODHE).** Through the ODHE, the state of Ohio mandates minimum requirements for credit hours and distribution areas in the general education curriculum as well as expectations for general education courses at public institutions. However, Ohio University's current general education requirements do not meet state-mandated minimums. As such, any effort to revise general education should meet or exceed state-mandated minimums.
5. **Higher Learning Commission (HLC).** Feedback from HLC reviews identified deficiencies in Ohio University's general education including (but not limited to) assessment of learning outcomes and continuous improvement using the results of assessment. As such, any effort to revise general education should address HLC-identified deficiencies.
6. **Previous Revisions.** Although no major revision has been approved since 1979, minor revisions have emphasized the importance of certain components including variations of advanced writing courses, capstone courses, the separation of humanities and arts, and the inclusion of cross-cultural perspectives. As such, any effort to revise general education should reflect values and priorities previous revision efforts as possible.

Appendix B provides additional details and explanations.

2 REIMAGINING GENERAL EDUCATION PROCESS

In April 2019, a new review of OHIO's GE program began with broad ambitions to examine OHIO's general education program using the common goals framework. The following outlines the steps of the reimagining general education process.

2.1 STEP 1: REASONS FOR REIMAGINING GENERAL EDUCATION

The first step in the process was to determine the reasons (motivations) for reimagining general education. Using the work and recommendations of prior committees, the Reimagining General Education Task Force identified five primary drivers for reimagining general education. These drivers were translated into goals for a revised general education.

1. Achieve OHIO Common Goals learning outcomes.
2. Align with the Ohio Department of Higher Education (ODHE) and Higher Learning Commission (HLC) expectations for teaching, learning, and assessment.
3. Communicate the value and intent of general education to stakeholders.
4. Align curriculum and intentions for deeper learning.
5. Update a 40-year-old program to capture revisions and initiatives

Motivations and goals were formally presented to the Faculty Senate and the University Curriculum Council in September 2019. **Appendix C** provides detailed descriptions and explanations.

2.2 STEP 2: GENERAL EDUCATION PRINCIPLES

The second step in the process was to articulate the principles by which a reimagined general education curriculum would be developed. The Reimagining General Education Task Force set forth five principles for OHIO's Reimagined General Education.

1. Learner Centric. OHIO's general education should focus on student achievement of learning.
2. Faculty Driven. OHIO's general education learning is the responsibility of the faculty.
3. Challenging. OHIO's general education should span disciplines to deliver knowledge and skills.
4. Inclusive. OHIO's general education should address the needs of all undergraduates.
5. Flexible. OHIO's general education should be able to evolve according to changes in the needs of learners, contexts, and circumstances.

Principles were formally presented to Faculty Senate and the University Curriculum Council in September 2019. **Appendix D** provides detailed descriptions and explanations.

2.3 STEP 3: PROPOSED STATEMENT(S) OF INTENT AND MODELS

The third step in the process was to propose statement(s) of intent and alternative models for consideration. For consideration and feedback, three models were proposed:

1. Integration Emphasis. Model 1 blended components of a distributed model and an integrated model with an emphasis on integration elements. Model 1 included 40 credit hours across five general education categories: gateways, directions, bridges, pathways, and capstone.

2. Balance Emphasis. Model 2 blended components of a distributed and integrated model with a relatively equal emphasis on both. Model 2 included 40 credit hours across four general education categories: foundations, pillars, arches, and convergence.
3. Distribution Emphasis. Model 3 blended components of a distributed and integrated model with an emphasis on distributed components. Model 3 included 43-67 credit hours across three general education categories: breadth of knowledge, common goals, and enrichments.

Each of the three models was formally proposed and presented the Faculty Senate, the University Curriculum Council, the President's Council, the Deans Council, and the University Academic Advisors Council. Models were also shared broadly with Ohio University faculty, students, administrators, and staff at the poster session in early October. **Appendix E** provides detailed descriptions and explanations.

2.4 STEP 4: PRESENTATIONS, FEEDBACK, AND REVISION

The fourth (and most important) step in the process was to present ideas, collect feedback, and modify proposals. Between September and December 2019, the Reimagining General Education Task Force:

- Met with a 32-person advisory group six times;
- Formally presented to 10 unique groups including Faculty Senate, the University Curriculum Council, Student Senate, and Chairs and Directors Council;
- Collected questions and suggestions from 18 different presentations including four presentations to Faculty Senate, four presentations to the University Curriculum Council, and two presentations to Student Senate;
- Held 15 open discussion Q&A sessions advertised via multiple communication methods and attended by 50+ faculty, administrators, and staff in person or remotely via MS Teams;
- Hosted a three-hour poster session open attended by 50+ faculty, students, administrators, and staff; and
- Collected 150+ questions / suggestions.

Additional details about the 32-person advisory group are provided in **Appendix F**. Additional details about presentations and open discussion Q&A sessions are provided in **Appendix G**.

October Feedback and Revisions

Throughout the semester, presentations and feedback helped shape ideas and recommendations for reimagining OHIO's general education curriculum, policies, and processes. After reviewing the three proposed models shared and discussed in October 2019, most stakeholders preferred specific elements from both the integration model (Model 1) and balance model (Model 2) including:

1. Foundation courses focused on common goals emphasized in existing GE requirements (i.e., written communication, quantitative reasoning, and intercultural knowledge / competence);
2. Stand-alone courses focused on broad liberal arts knowledge and method;
3. Topic-focused, multi-disciplinary clusters of liberal arts education courses; and
4. Flexible options to achieve common goals not emphasized by existing GE requirements (i.e., oral communication, ethical reasoning, and integrative learning).

In response, the Reimagining General Education Task Force proposed a single general education model for consideration. The model included a total of 40 credit hours across five categories: foundations (12 credit hours), pillars (12 credit hours), bridges (4 credit hours), arches (9 credit hours), and capstones (3 credit hours). Among the 40 hours, the model also included 30 credit hours designated as OTM-approved

only components that achieved the minimum credit hour requirements for each of the five OTM areas of distribution. This model was presented to Faculty Senate and UCC in early November.

November Feedback and Revisions

After presenting the single model for consideration, the Reimagining General Education Task Force continued to seek and incorporate stakeholder feedback. In addition to changes to component titles and language, the major differences between the initial single model and the revised model were:

- Removed two credit hours from the requirements, including a one-hour course;
- Changed how the model achieved the learning outcomes for oral communication;
- Opened Intercultural Explorations to non-OTM approved courses;
- Focused the Arch requirements to promote more robust interdisciplinarity;
- Added a Breadth of Knowledge Arch to reduce credit redundancy for some students; and
- Adjusted rules for double-dipping between categories of general education requirements and between general education and the major;

The revised (recommended) model includes a total of 38 credit hours across five categories: foundations (11 credit hours), pillars (12 credit hours), arches (9 credit hours), bridges (4 credit hours), and capstones (2 credit hours). Among the 38 hours, the model also includes 27 credit hours designated as OTM-approved only components that achieve the minimum credit hour requirements for each of the five OTM areas of distribution. This model was presented to Faculty Senate and UCC for First Reading in early December.

2.5 STEP 5: RECOMMENDATIONS

The fifth step and final step in the process was to propose final recommendations. Final recommendations were presented to the Faculty Senate, UCC, and the Student Senate in early December 2019. The recommended statement(s) of intent and curriculum are detailed in the next section.

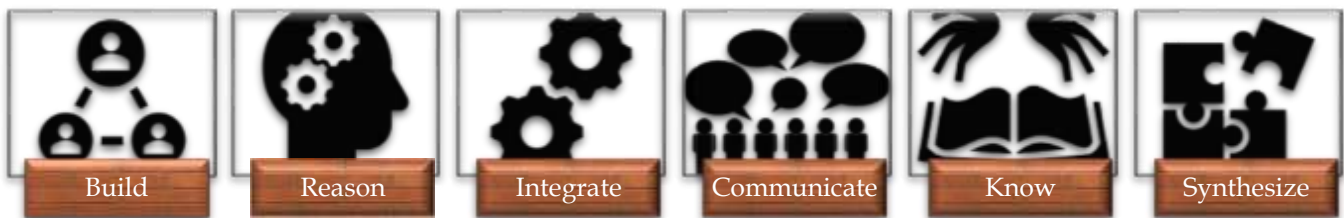
3 RECOMMENDED GENERAL EDUCATION REVISION

Based on feedback from faculty, students, and administrators, the following describes the recommended statement(s) of intent and curriculum.

3.1 STATEMENT(S) OF INTENT

The Reimagining General Education Task Force recommends six statements of intent for OHIO’s Reimagined General Education (**Figure 3**). The six statements are referred to as OHIO BRICKS.

Figure 3: OHIO BRICKS Statements of Intent



B	Students will build connections between themselves and others through teamwork and intercultural knowledge.
R	Students will reason quantitatively, critically, and ethically.
I	Students will integrate learning between knowledge and experience.
C	Students will communicate effectively in writing and speech.
K	Students will know the materials and methods of inquiry in arts, humanities, social sciences, and natural sciences.
S	Students will synthesize skills and knowledge across the curriculum.

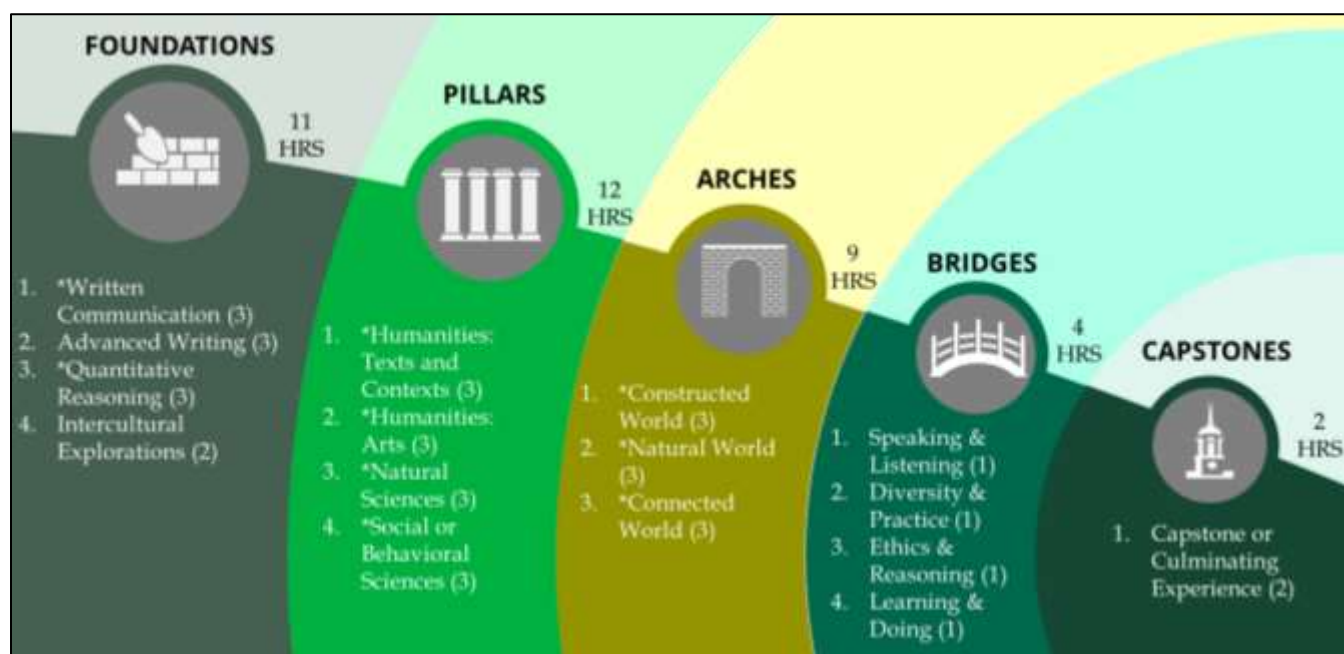
3.2 MODEL

Consistent with the recommendations of the 1804 Task Force convened to consider general education reform at Ohio University (2012), the Reimagining General Education Leadership Team recommends a **blended model** where elements of a distribution model and integrative model are combined to create a meaningful, cohesive general education program.

The recommended model (**Figure 4**) includes six high-impact educational practices:

1. Common intellectual experience
2. Writing-intensive courses
3. Collaborative assignments / projects
4. Diversity learning
5. Experiential learning
6. Capstone courses / projects

Figure 4: OHIO BRICKS General Education Model



The recommended model includes a minimum of 38 credit hours across five general education categories: foundations, pillars, arches, bridges, and capstones. For each category, components limited to only courses that have OTM-approval to meet state general education requirements are noted with an asterisk (*). Minimum credit hours are noted for each category and each component.

Category 1: Foundations (minimum = 11 credit hours)

Foundations *ground* general education.

Foundations should provide coursework to develop students’ abilities to communicate effectively through writing, to use quantitative reasoning, and to develop global and domestic intercultural knowledge and competence. For each requirement, the majority of the course content and experiences should focus on the common goal.

Requirement(s)	Min. Hrs.	Common Goal(s)
*Written Communication	3	Written Communication
Advanced Writing ⁱ	3	Written Communication
*Quantitative Reasoning	3	Quantitative Reasoning
Intercultural Explorations ⁱⁱ	2	Intercultural Knowledge and Competence

Category 2: Pillarsⁱⁱⁱ (minimum = 12 credit hours)

Pillars *support* breadth of knowledge.

Pillars provide an understanding of knowledge and methods associated with the humanities, natural sciences, and social sciences. Through breadth of knowledge, pillars allow students to explore multiple viewpoints, ideas, and disciplines important for any career. Courses must be accessible for all learners to explore and develop an understanding of broad disciplines important for a liberal arts education.

GE Component	Min. Hrs.	Common Goal(s)
*Humanities: Texts and Contexts	3	Arts and Humanities Knowledge & Methods
*Humanities: Arts	3	Arts and Humanities Knowledge & Methods
*Natural Sciences	3	Natural Science Knowledge & Methods
*Social or Behavioral Sciences	3	Social or Behavioral Science Knowledge & Methods

Category 3: Arches^{iv} (minimum = 9 credit hours)

Arches span disciplinary perspectives.

Arches should enable students^v to explore a single topic from different disciplinary perspectives. Arches include nine credit hours (minimum) and are multi-disciplinary. Example topics (subject to faculty development) include Sustainability, Global Connections, and Health & Wellness. **Appendix H** provides an example.

GE Component	Min Hrs.	Common Goal(s)
*Constructed World	3	Critical Thinking and Teamwork • as a set of courses or as individual courses ^{vi}
*Natural World	3	
*Connected World	3	

Category 4: Bridges^{vii} (minimum = 4 credit hours)

Bridges connect disciplines to common goals.

Bridges should focus explicitly on specific common goal learning outcomes. Course options should encourage students to build competencies through experiences in a liberal arts discipline and/or their major or minor field.

GE Component	Min Hrs.	Common Goal(s)
Speaking & Listening	1	Oral Communication
Ethics & Reasoning	1	Ethical Reasoning
Diversity & Practice	1	Intercultural Knowledge and Competence
Learning & Doing	1	Integrative Learning

Category 5: Capstones (minimum = 2 credit hours)

Capstones complete general education.

Capstones should be a capstone course or culminating experience that requires students to integrate and apply what they have learned. Typically offered at the end of a student's educational journey, capstones may be specific to the major, an arch requirement, or combined with a bridges course.

GE Component	Min Hrs.	Common Goal(s)
Capstones or Culminating Experience	2	Critical Thinking Integrative Learning

Appendix I provides three sample four-year plans.

NOTES

- ⁱ Course option fulfilling the Advanced Writing requirement may be at any level and may be specific to major requirements. At least one option must be OTM-approved as Second Writing.
- ⁱⁱ Course option fulfilling the Intercultural Explorations requirement must be at the 1000 or 2000 level. At least one option must be OTM-approved for any of the five state-defined areas of distribution. Courses fulfilling the Intercultural Explorations requirement may also fulfill (“double-count”) as a Pillar or Arches requirement.
- ⁱⁱⁱ Course options fulfilling Pillar requirements must be OTM-approved for the corresponding OTM area of distribution.
- ^{iv} Course option fulfilling Arch requirements must be distinct from course options fulfilling Pillar requirements. Double-counting courses as fulfilling both Pillar and Arch requirements is not permitted.
- ^v Most students will be required to complete one Arch; exceptions will be made for select populations (e.g., transfer students who complete the OTM) or select programs (e.g., degree completion).
- ^{vi} Students may complete Arch requirements by completing individual courses not included in an Arch topic (i.e., Breadth of Knowledge). Individual course options not included in an Arch topic must include course content and experiences to achieve both Critical Thinking and Teamwork common goal learning outcomes.
- ^{vii} Course options fulfilling Bridge requirements may be (1) standalone courses (1+ credit hours), (2) courses taken concurrently with other courses, or (3) courses with a significant portion of content and experiences is focused on common goal learning outcomes.

APPENDIX A: GENERAL EDUCATION LEARNING OUTCOMES

The following provides learning outcomes for the common goals and for breadth of knowledge.

COMMON GOALS

The following provides definitions of the common learning goals for all baccalaureate programs at Ohio University as well as learning outcomes for each learning goal. Goals, definitions, and outcomes were developed using the LEAP Essential Learning Outcomes (AAC&U, 2009).^{viii}

Learning Goal: Critical Thinking

Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Learning Outcomes

1. *Explanation of issues.* Students will be able to critically state, describe, and consider an issue or problem
2. *Evidence.* Students will be able to use information from a source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.
3. *Influence of context and assumptions.* Students will be able to systematically and methodically analyze assumptions and carefully evaluate the relevance of contexts when presenting a position.
4. *Student's position.* Students will be able to state a specific position (i.e., perspective, thesis, or hypothesis) that is imaginative, recognizes complexities, and acknowledges limitations.
5. *Conclusions and related outcomes.* Students will be able to state conclusions and related outcomes (consequences and implications) logically and in priority order.

Learning Goal: Ethical Reasoning

Definition: Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Learning Outcomes

1. *Ethical self-awareness.* Students will be able to recognize one's own ethical core beliefs and how they shape ethical conduct and thinking.
2. *Perspectives / concepts.* Students will be able to understand ethical perspectives, theories, and/or concepts.
3. *Ethical issue(s).* Students will be able to recognize, evaluate, and connect ethical issues.

4. *Application*. Students will be able to apply ethical perspectives, theories, or concepts to a decision-making situation.
5. *Evaluation*. Students will be able to evaluate alternative ethical perspectives within a decision-making situation.

Learning Goal: Integrative Learning

Definition: Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Learning Outcomes

1. *Connection to experience*. Students will be able to connect relevant experience and academic knowledge.
2. *Connections to discipline*. Students will be able to see and make connections across disciplines and perspectives.
3. *Transfer*. Students will be able to adapt and apply skills, abilities, theories, or methodologies gained in one situation to a new situation.
4. *Integrated communication*. Students will be able to complete an assignment using a format, language, or visual representation in ways that enhance meaning.
5. *Reflection and self-assessment*. Students will be able to demonstrate a developing sense of self as a learner and build on prior experience to respond to new and challenging contexts.

Learning Goal: Intercultural Knowledge and Competence

Definition: Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."^{ix}

Learning Outcomes

1. *Cultural self-awareness*. Students will be able to articulate insights about one's own cultural rules and biases.
2. *Cultural worldwide frameworks*. Students will be able to demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
3. *Empathy*. Students will be able to interpret intercultural experience from their own and others' worldview and to act in a supportive manner that recognizes the feelings of another cultural group.
4. *Verbal and non-verbal communications*. Students will be able to demonstrate an understanding of cultural differences in verbal and non-verbal communication and to negotiate a shared understanding based on those differences.

5. *Curiosity*. Students will be able to ask complex questions of other cultures and to articulate answers to these questions that reflect multiple cultural perspectives.
6. *Openness*. Students will be able to initiate and develop interactions with culturally different others while suspending judgment in valuing his / her interactions with culturally different others.

Learning Goal: Oral Communication

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Learning Outcomes

1. *Organization*. Students will be able to group and sequence ideas and supporting material such that the organization reflects the purpose of the presentation, is cohesive, and accomplishes the goal(s).
2. *Language*. Students will be able to use unbiased vocabulary, terminology, and sentence structure appropriate to the topic and audience
3. *Delivery*. Students will be able to use posture, gestures, eye contact, and voice to enhance the effectiveness of a presentation and to make the speaker appear polished / confident.
4. *Supporting material*. Students will be able to provide credible, relevant, and convincing information (e.g., explanations, analogies, quotations, statistics, examples, contexts) that supports the principle ideas of the presentation or establishes the presenter's credibility on the topic.
5. *Central message*. Students will be able to articulate a precise, compelling, and memorable purpose or main point of a presentation.

Learning Goal: Quantitative Reasoning

Definition: Quantitative Literacy (QL) - also known as Numeracy or Quantitative Reasoning (QR) - is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Learning Outcomes

1. *Interpretation*. Students will be able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. *Representation*. Students will be able to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. *Calculation*. Students will be able to calculate relevant information using various mathematical formulas.

4. *Application / Analysis*. Students will be able to make judgments and draw appropriate conclusions based on the quantitative analysis of data while recognizing the limits of this analysis.
5. *Assumptions*. Students will be able to make and evaluate important assumptions in estimation, modeling, and data analysis.
6. *Communications*. Students will be able to express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Learning Goal: Teamwork

Definition: Teamwork refers to the behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on the team, and the quantity and quality of contributions they make to team discussions.).

Learning Outcomes

1. *Contributes to team meetings*. Students will be able to contribute ideas, solutions, and courses of action during team meetings
2. *Engagement of team members*. Students will be able to engage other team members, constructively and respectfully.
3. *Individual contributions*. Students will be able to provide meaningful contributions to the team that advances the work of the group
4. *Constructive team climate*. Students will be able to foster a constructive team climate.
5. *Conflict management*. Students will be able to manage team conflict.

Learning Goal: Written Communication

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Learning Outcomes

1. *Context and purpose*. Students will be able to demonstrate an understanding of the context and purpose for writing such that the text has the writer's intended effect on an audience
2. *Content development*. Students will be able to use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
3. *Genre and disciplinary conventions*. Students will be able to use formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices appropriate for a specific academic field.

4. *Sources and evidence.* Students will be able to use and source texts (written, oral, behavioral, visual, or other) to extend, argue with, develop, define, or shape the writer's ideas.
5. *Control of syntax and mechanics.* Students will be able to use syntax and mechanics effectively to communicate ideas.

BREADTH OF KNOWLEDGE

The following provides learning outcomes for breadth of knowledge categories. Outcomes are based on OTM requirements for the OTM areas of distribution.

Note: Expected learning outcomes for English Composition and Advanced Writing are the five learning outcomes for the Written Communication common goal. Likewise, expected learning outcomes for Mathematics, Statistics, and Logic are the five learning outcomes for Quantitative Reasoning.

Arts and Humanities Learning Outcomes

1. Students will be able to employ principles, terminology, and methods from disciplines in the arts and humanities.
2. Students will be able to analyze, interpret, and/or evaluate primary works that are products of the human imagination.
3. Students will be able to engage in and/or reflect on the creative process.
4. Students will be able to explain relationships among cultural and/or historical contexts.
5. Students will be able to communicate concepts and evidence related to humanistic endeavors in clear and effective written form.

Natural Science Learning Outcomes

1. Students will be able to understand the basic facts, principles, theories, and methods of modern science.
2. Students will be able to explain how scientific principles are formulated, evaluated, and either modified or validated.
3. Students will be able to use current models and theories to describe, explain, or predict natural phenomena.
4. Students will be able to apply scientific methods of inquiry appropriate to the discipline to gather data and draw evidence-based conclusions.
5. Students will be able to demonstrate an understanding that scientific data must be reproducible but that it shows intrinsic variation and can have limitations.
6. Students will be able to apply foundational knowledge and discipline-specific concepts to address issues or solve problems.

7. Students will be able to explain how scientific principles are used in understanding the modern world and understand the impact of science on the contemporary world.
8. Students will be able to gather, comprehend, apply, and communicate credible information on scientific topics, evaluate evidence-based scientific arguments in a logical fashion, and distinguish between scientific and non-scientific evidence and explanations.
9. (Laboratory) Students will be able to demonstrate the application of the methods and tools of scientific inquiry by actively and directly collecting, analyzing, and interpreting data, presenting findings, and using the information to answer questions.

Social and Behavioral Science Learning Outcomes

1. Students will be able to explain the primary terminology, concepts, and findings of the specific social and behavioral science discipline.
2. Students will be able to explain the primary theoretical approaches used in the specific social and behavioral science disciplines.
3. Students will be able to explain the primary quantitative and qualitative research methods used in the specific social and behavioral science disciplines.
4. Students will be able to discuss the primary ethical issues raised by the practice and findings of the specific social and behavioral science discipline.
5. Students will be able to explain the range of relevant information sources in the specific social and behavioral science disciplines.
6. Students will be able to explain and draw inferences about the role that diverse social identities play in shaping the practice and findings of the specific social and behavioral science discipline.

APPENDIX B: GENERAL EDUCATION CONSIDERATIONS

Before beginning the reimagining general education process, the Reimagining General Education Task Force reviewed the key considerations, constraints, and frameworks for reimagining general education. Six considerations served as directives and guidelines for reimagining general education at Ohio University.

Consideration 1: Mission

According to the Ohio University Undergraduate Catalog 2019-20, the first sentence of the Ohio University mission statement is: “Ohio University holds as its central purpose the intellectual and personal development of its students.” Accordingly, its undergraduate programs are “designed to contribute to intellectual and personal development” and “emphasize liberal studies.”^x Through its general education curriculum, Ohio University ensures that students obtain certain intellectual skills in order to participate effectively in society. As such, any effort to revise general education should align with Ohio University’s mission.

Consideration 2: General Education Common Goals

Passed on May 5, 2014, the “Resolution for the Endorsement of the General Education Common Goals” endorsed Common Goals for Baccalaureate Programs at Ohio University. These included four broad categories of required goals:

1. knowledge of human cultures and the physical and natural world;
2. intellectual, practical, and professional skills including critical inquiry and analysis, written and oral communication competencies, quantitative literacy, and interpersonal skills;
3. citizenship as embodied by personal, social, and professional responsibility including intercultural knowledge and competence and ethical reasoning and action; and
4. a culminating academic experience.

In 2018, goals associated with intellectual, practical, and professional skills as well as citizenship as embodied by personal, social, and professional responsibility were renamed, translated, and approved as eight distinct common goals with 42 common goal learning outcomes by the UCC. As such, any effort to revise general education should explicitly include (and be limited to) approved breadth of knowledge and common goal learning outcomes. Additions or changes to general education learning outcomes should be the result of a separate, iterative process of review and improvement.

Consideration 3: Faculty Senate Resolution Directives

Passed on May 5, 2014, the “Resolution for the Endorsement of the General Education Common Goals” directed the General Education Task Force to

- Develop learning objectives for these goals, in consultation with the objectives presented in the General Education Outcomes Committee final report, 2007;
- Propose possible changes to general education in order to meet the learning objectives for these goals;
- Incorporate learning outcomes and assessment into any proposed changes to general education, in consultation with the Associate Provost for Institutional Accreditation and Institutional

Research, to ensure compliance with accreditation criteria and use of institutional assessments, where appropriate; and

- Present any proposed revisions to UCC and EPSA before final approval of Faculty Senate.

As such, any effort to revise general education should follow the directives of the Faculty Senate resolution.

Consideration 4: Ohio Department of Higher Education (ODHE)

ODHE's Ohio Transfer Module (OTM) defines the state's minimum requirements for general education. The OTM includes a minimum of 36 credit hours from five areas of distribution: (1) English Composition and Oral Communication; (2) Mathematics, Statistics, and Logic; (3) Arts and Humanities; (4) Social and Behavioral Sciences; and (5) Natural Sciences. **Appendix B.1** provides additional details about the minimum state requirements.

Currently, OHIO's minimum requirements for its general education curriculum does not achieve in the minimum state requirements for each of the following:

- Arts & Humanities (state minimum = 6 credit hours; OHIO minimum = 4 credit hours);
- Social and Behavioral Sciences (state minimum = 6 credit hours; OHIO minimum = 2 credit hours); and
- Natural Sciences (state minimum = 6 credit hours; OHIO minimum = 2 credit hours).

In addition, many course options within OHIO's current general curriculum do not have OTM-approval to fulfill one of the five areas of distribution. As such, any effort to revise general education should adhere to ODHE minimum requirements.

Consideration 5: Higher Learning Commission (HLC)

HLC includes minimum expectation for general education. Two HLC accreditation criteria reflect the centrality of student learning.

Criterion 3: Teaching and Learning: Quality, Resources, and Support

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Criterion 4: Teaching and Learning: Evaluation and Improvement

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

OHIO received feedback from HLC through its 2014 Systems Appraisal and 2015 Comprehensive Quality Review Report. Combined, feedback from both underscore the necessity of assessment of OHIO's general education program. Specifically, reviewers stated, "The University now has the opportunity to develop systematic, comprehensive assessment processes to assess student achievement across the institution as a means to further define and iterate the institutional vision and strategic priorities to support student success." As such, OHIO's general education reform should include mechanisms for a systematic process (explicit, documented, repeatable) for general education assessment.

Consideration 6: Previous General Education Revisions

OHIO's general education program was adopted by the Faculty Senate in May 1979. Since 1979, major reforms have been attempted (one in 1995 and another in 2005) yet only three modest revisions have been made.

- In 2005, the Faculty Senate approved changes to Tier III. The revision allowed major capstone courses to count as Tier III courses.
- In 2006, the Faculty Senate approved revisions to Tier II. The revision reorganized the breadth of knowledge into six areas that separated arts and humanities and added cross-cultural perspectives.
- In 2011, the Faculty Senate approved revisions to Tier I. The revisions established Junior Composition Equivalency (JE) courses.

In May 2014, OHIO's Faculty Senate passed a resolution endorsing the General Education Common Goals and directed steps for implementation of these Common Goals. The Common Goals were established by a General Education Task Force following a series of reports from 2007, 2010, and 2012.

- A 2007 report titled "General Education Outcomes Committee" - which outlined the learning outcomes for individual general education course that we still use today;
- A 2010 report titled "Interim Report of the General Education Assessment Working Group" - which used assessment of student achievement of learning outcomes to conclude that General Education at Ohio University is strong but also identified areas for improvement; and
- A 2012 report from the 1804 General Education Task Force titled "Liberal Education at Ohio University" - which recommended that Ohio University move forward with a revision of the general education program.

As such, any revision to general education should reflect the values and priorities demonstrated in previous revisions and considerations.

APPENDIX B.1: STATE GENERAL EDUCATION REQUIREMENTS

Arguably, one reason for OHIO's distributed general education model is the expectations of the Ohio Department of Higher Education (ODHE). ODHE (2015) defines **general education** as:

The set of courses and experiences that provide students with a broad exposure to multiple disciplines within the arts and sciences with the aim of providing students with the knowledge and skills needed to succeed in the 21st century. In Ohio, the general education curriculum includes coursework in oral and written communication, mathematics and data analysis, arts and humanities, natural science, and social science.

Through its Ohio Transfer Module (OTM) requirements, ODHE emphasizes distribution requirements across all public universities in the state of Ohio. Specifically, ODHE (2015) expects the following general education requirements^{xi} for baccalaureate programs from each state public institution:

State of Ohio General Education Requirements

The general education component at Ohio's public institutions must fulfill the institution's Ohio Transfer Module (OTM). The Ohio Transfer Module contains 36-40 semester hours of coursework in general education. It is a subset or a complete set of general education requirements at each college or university. In order for general education courses to be a part of an institution's transfer module, all coursework is subject to a review by the statewide transfer module panels against the Ohio Transfer Module Guidelines and learning outcomes.

Each transfer module must include a minimum of 24 semester hours of approved OTM courses as outlined below:

1. At least three semester credit hours in **English Composition and Oral Communication** (e.g., First Writing, Second Writing, Public Speaking);
2. At least three semester credit hours in **Mathematics, Statistics, and Logic** (e.g., College Algebra, Pre-Calculus, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic);
3. At least six semester credit hours in **Arts and Humanities** (e.g., Art History, Ethics, American History, Literature, Philosophy, Religion, Ethnic or Gender Studies);
4. At least six semester credit hours in **Social and Behavioral Sciences** (e.g., Anthropology, Economics, Geography, Political Science, Psychology, Sociology); and
5. At least six semester credit hours in **Natural Sciences** (e.g., Astronomy, Biology, Chemistry, Environmental Science, Geology, Physical Geography, Physics).

The additional 12-16 semester credit hours needed to complete the OTM are distributed among the same five categories.

However, ODHE (2015) also states: "The distributive model outlined above is not meant to discourage institutions from experimenting with thematically clustered or multidisciplinary general education courses, particularly when those courses are approved as OTM or TAG courses."

APPENDIX C: REASONS FOR REIMAGINING GENERAL EDUCATION

The first step in the process was to determine the reasons (motivations) for reimagining general education. Using the work and recommendations of prior committees, the Reimagining General Education Task Force identified five primary drivers for reimagining general education. These drivers were translated into goals for a revised general education.

Goal 1: Achieve OHIO Common Goals learning outcomes

In 2019, the UCC General Education Committee conducted an evaluation of the 62 stated learning outcomes for OHIO's general education courses (2007) and compared those to the 42 learning outcomes associated with the Common Goals (2019). Specifically, the committee tried to answer the question:

Do the stated learning outcomes for OHIO's current general education ($n = 62$) match the learning outcomes of the Common Goals ($n = 42$)?

The results of the evaluation suggested:

- The six learning outcomes associated with written communications are fully represented in a single requirement: Tier I - Composition and Equivalency;
- The five learning outcomes associated with Critical Thinking and the five learning outcomes associated with Ethical Reasoning could be represented if all Tier II general education courses achieved all stated learning outcomes; and
- At least one learning outcome associated with all other common goals – quantitative literacy, oral communication, teamwork, intercultural knowledge & competence, and integrated learning – are missing from the existing general education learning outcomes.

As such, any revision to OHIO's general education curriculum should meet the learning outcomes for the common goals.

Goal 2: Align with the Ohio Department of Higher Education (ODHE) and Higher Learning Commission (HLC) expectations for teaching, learning, and assessment

First, OHIO's current general education program does not adequately achieve the ODHE's Ohio Transfer Module (OTM), which is the state's minimum requirements for general education. The OTM includes a minimum of 36 credit hours from five areas of distribution: (1) English Composition and Oral Communication; (2) Mathematics, Statistics, and Logic; (3) Arts and Humanities; (4) Social and Behavioral Sciences; and (5) Natural Sciences. Currently, OHIO's minimum requirements for its general education curriculum does not achieve in the minimum state requirements in Arts & Humanities, Social and Behavioral Sciences, and Natural Sciences. In addition, many course options within OHIO's current general curriculum do not have OTM-approval to fulfill one of the five areas of distribution.

Second, OHIO's current general education program does not align with ODHE *Good Principles for General Education*. Recently, the ODHE published and circulated six principles of good practice for a general education program that included a meaningful statement(s) of intent, content knowledge beyond traditional disciplines, proficiencies beyond content knowledge, guaranteed high-impact pedagogies, intentional advising, and explicit connections to all majors.

Third, OHIO's assessment of its general education program does not adequately achieve the expectations and requirements of HLC. The 2015 AQIP site visit found an "Outstanding Opportunity" in Gen Ed assessment. However, Current Gen Ed cannot be assessed meaningfully—and especially against

outcomes for which it was not designed. To move forward, HLC requires evidence of successfully completing cycles of assessment and improvement based on it.

As such, any revision to OHIO's general education curriculum should align with HLC and ODHE expectations for teaching, learning, and assessment.

Goal 3: Communicate value and intent of general education to stakeholders

Currently, OHIO has a three-tiered general education requirement that includes (1) the ability to communicate effectively through the written word and the ability to use quantitative or symbolic reasoning; (2) broad knowledge of the major fields of learning; and (3) a capacity for evaluation and synthesis.

However, through the Common Goals, OHIO has embraced broader goals as well as student learning experiences that are not currently reflected in its general education program.

- For students, our current confirmation of the general education program limits their ability to understand the broader purpose of general education, connect the value of general to their overall education goals, and to explain learning outcomes to others.
- For employers, our current confirmation of the general education program does not specify students' broad knowledge and skills or provide a clear picture of the value our graduates have as employees.
- When compared to our competitors, our current confirmation of the general education program is not differentiated by easy-to-understand learning outcomes and is behind others' general education reform efforts

As such, any revision to OHIO's general education curriculum should adequately communicate the value and intent of general education to stakeholders.

Goal 4: Align curriculum and intentions for deeper learning

Broadly, OHIO has not systematically tracked student achievement of general education learning outcomes. This has limited our ability to evaluate and continuously improve general education.

- From a system perspective, our current general education program categories are organized by what classes students should take rather than what students should learn. In addition, the 2019 evaluation of the general education program found that most of the general education learning outcomes did not meet ICC standards for learning outcome language.
- From a development perspective, our current general education program is simply missing some curricular components as required (e.g., e.g., teamwork, oral communication, and ethical reasoning). In addition, we are not currently developing improvements systematically across the program.
- From an evaluation perspective, learning outcomes are not measured. As such, potential deficiencies in learning cannot be identified.

As such, any revision to OHIO's general education curriculum should align curriculum and intentions for deeper learning

Goal 5: Update a 40-year-old program to capture revisions and initiatives

OHIO's general education program was adopted by the Faculty Senate in May 1979. Since 1979, major reforms have been attempted (one in 1995 and another in 2005), yet only three modest revisions have been made.

- In 2005, the Faculty Senate approved changes to Tier III. The revision allowed major capstone courses to count as Tier III courses.
- In 2006, the Faculty Senate approved revisions to Tier II. The revision reorganized the breadth of knowledge into six areas.
- In 2011, the Faculty Senate approved revisions to Tier I. The revisions established Junior Composition Equivalency (JE) courses.

In 2019, forty years after our general education program was adopted, OHIO looks very different. We have significantly more students, higher costs, more courses, and more major programs. We have embraced the value of experiential and/or applied learning, community engagement, intensive study of a social issue, and participation in communities of learning. These reflect our explicit values as an institution and more than a generation of research into effective teaching and learning.

As such, any revision to OHIO's general education curriculum should capture new initiatives and our refined understanding of how students learn.

APPENDIX D: GENERAL EDUCATION PRINCIPLES

The Reimagining General Education Task Force set forth five principles for OHIO's Reimagined General Education. The principles state that OHIO's general education program should be learner centric, faculty driven, challenging, inclusive, and flexible.



Learner Centric

The curriculum and opportunities general education provides should be focused on student achievement of learning.

In order to do this, OHIO's general education program should:

- ✓ Have a clear, meaningful statement of intent. To accurately communicate the value of general education, OHIO should publish and communicate a clear, meaningful statement of intent that details the purpose, emphases, and structure of its general education program.
- ✓ Focus on the needs of learners. To address learners' educational needs, OHIO's general education program must strive towards a vision of education that is energized by students' multiple and intersecting identities as well as provides knowledge and skills necessary for professional and lifelong learning.
- ✓ Articulate learning outcomes. To be meaningful and transformative, OHIO's general education program and coursework should have explicit student learning outcomes and should describe how the curriculum enables students to achieve these outcomes.
- ✓ Incorporate meaningful experiences. To build learner interest and excitement, OHIO's should incorporate meaningful and memorable learning experiences that have demonstrated value to employers and for learning for life.
- ✓ Integrate high-impact teaching & learning practices. To promote post-graduation lifelong learning knowledge and skills, OHIO's general education program should embed high-impact teaching and learning practices, including (but not limited to) writing-intensive courses, capstone courses, and experiential learning.
- ✓ Be easy-to-navigate. To ensure that learners and advisors can meaningful connect general education to learners' educational goals, OHIO's general education program requirements should be easy to understand and navigate.



Faculty Driven

The OHIO faculty are responsible and accountable for learning experiences and opportunities offered through OHIO's general education program.

In order to do this, OHIO's general education should:

- ✓ Be designed by faculty. Through the Faculty Senate, the faculty maintains primary jurisdiction over curriculum and academic policies. General education is the responsibility of all faculty across all colleges and campuses.
- ✓ Provide faculty-delivered opportunities for student learning. Faculty will deliver learning opportunities that allow students to achieve learning outcomes. General education programs should

indicate how the structure of its program contributes to providing meaningful, authentic opportunities for learning.

- ✓ Meaningfully assess student achievement of learning outcomes. Aligned with HLC requirements, OHIO's general education curriculum must have effective and realistic processes for assessment of student learning and the achievement of learning outcomes.
- ✓ Respect disciplinary expertise. OHIO's general education program should honor disciplinary expertise in both curricular and co-curricular components, promote efficient use of resources by avoiding duplicative offerings, and discourage curricular hoarding.
- ✓ Be supported for investing time and resources. OHIO must support its faculty by investing time and resources over the short and long-term. A careful balance between program design and program costs must be achieved in order to sustain the program long-term.



Challenging

The curriculum and opportunities general education provides should span a variety of disciplines in order to deliver knowledge and skill development needs.

In order to do this, OHIO's general education program should:

- ✓ Provide multi-disciplinary learning opportunities. To underscore the importance of a liberal arts education, OHIO should offer a multi-disciplinary, coherent, sequential, cumulative curriculum aimed at student accomplishment of specified learning outcomes.
- ✓ Be rigorous and engaging. To develop student knowledge and skills, OHIO's general education program should offer rigorous, challenging, and engaging opportunities for learning that develop learners' affect, behaviors, and cognition.
- ✓ Reflect OHIO's Common Goals. Passed in May 2014 by both the University Curriculum Council and Faculty Senate, OHIO's Common Goals identify broad learning goals for all baccalaureate programs. General education curriculum and courses should indicate the extent to which they contribute to the development of identified learning outcomes associated with the common goals.
- ✓ Integrate learning across the institution, including curricular, co-curricular, and community-based learning. To underscore the value of integrative learning and problem-based inquiry through a combination of curricular, co-curricular, and community-based learning, general education should reflect the wide variety of high-impact learning opportunities and experiences available to students.
- ✓ Consider curricular parsimony. OHIO's general education program must not increase the time-to-degree for students making normal progress in their major programs.



Inclusive

The curriculum and opportunities general education provides should address the needs of all undergraduates.

In order to do this, OHIO's general education program should:

- ✓ Allow for agency and self-direction. To underscore critical role general education can play in helping all students understand, pursue, and develop proficiencies needed for work, life, and responsible citizenship, OHIO's general education program should ensure that students are active participants

in the educational process by allowing students to create an educational plan in which they identify and produce high-quality work on significant questions relevant to their interests and goals.

- ✓ Offer equal access to all learners. To ensure equal access to learning opportunities, OHIO's general education program should create a general education program that is easy to navigate and has few barriers.
- ✓ Advance equitable learning outcomes across all student populations. To ensure that general education is equity-minded in design and implementation, OHIO's general education program should advance practices and policies that actively attempt to identify and address potential barriers to success for the achievement of learning outcomes among its student populations.
- ✓ Create an environment where differences in all its forms are welcome and celebrated. To advance its goal to be a national leader for diversity and inclusion, OHIO's general education program should offer learning experiences and opportunities that support OHIO's commitment to intellectual diversity, thought-provoking dialogue, and civil debate.



Flexible

General education should be flexible in order to evolve according to changes in the needs of learners, contexts, and circumstances.

In order to do this, OHIO's general education program should be:

- ✓ Financially viable. In order to be sustainable, OHIO must evaluate the financial viability of its general education program and consider both the resources and implications of changing its general education program.
- ✓ Meaningfully managed. In order to confirm the ongoing quality of the general education experience, general education learning opportunities should be monitored effectively through the Faculty Senate, the University Curriculum Council, and effective assessment practices.
- ✓ Continuously improved. In order to enhance the quality of the general education experience, faculty will be encouraged to make efforts to continuously improve offerings in order to assure student achievement of student learning outcomes.
- ✓ Address Ohio Department of Higher Education (ODHE) requirements and Higher Learning Commission (HLC) accreditation. As a component of the approved Common Goals, all Ohio University graduates will complete programs of study that include a broad understanding of natural sciences, social sciences, technology, arts, and humanities. Similarly, the OTM specifies general education by discipline, including English composition, mathematics, statistics, & logic, arts & humanities, social and behavioral sciences, and natural sciences.
- ✓ Support curriculum and course innovation (i.e., evolutionary potential). In order to address the dynamic needs of learners, OHIO should provide support and resources for innovations in curricular and co-curricular learning opportunities aimed at advancing student learning outcomes.

APPENDIX E: PROPOSED MODELS

The third step in the process was to propose statement(s) of intent and alternative models for consideration.

Broadly, general education models can take a variety of forms including (but not limited to):

- A *core model* where students take a specific set of required courses;
- An *individualized model* where students create their own general education requirements;
- A *distribution model* where students select from a list of courses organized into separate groups of general education requirements; and
- An *integrative model* where general education courses are integrated into a meaningful, cohesive program.

According to the Association of American Colleges & Universities (AAC&U, 2016)^{xii}, the majority of institutions surveyed use a distribution model with additional integrative features (68%). In 2016, common integrative design elements in general education included thematic required courses (42%), a common intellectual experience (41%), a capstone or culminating study within general education (26%), and a learning community (22%). In addition, institutions reported that their general education programs include global courses (70%), first-year seminars (63%), diversity courses (60%), interdisciplinary courses (55%), service-learning opportunities (46%), civic-learning opportunities (42%), and required experiential learning opportunities (36%).

Proposed Models

Three models were proposed. For each model, components intended to address state general education requirements are noted with an asterisk (*). Minimum credit hours (ch) are noted for each component of each model.

Model 1: Integration Emphasis

Model 1 blended components of a distributed model and an integrated model with an emphasis on integration elements. The model included seven high-impact educational practices: first-year experience, common intellectual experience, writing-intensive courses, collaborative assignments, diversity learning, experiential learning, and capstone courses. Model 1 included 40 credit hours across five general education categories: gateways, directions, bridges, and pathways.

1. **Gateways** (9 ch) would represent foundational coursework necessary for developing abilities in written communications and quantitative literacy. Learning outcomes addressed in these requirements include quantitative reasoning and written communications. Requirements included: English Composition* (3 ch), Advanced Writing^{xiii}* (3 ch), and Mathematics, Statistics, and Logic* (3 ch).
2. **Directions** (9 ch) would focus on a broad, basic understanding of the natural sciences, social sciences, technology, arts, and humanities. Courses could be designed around a specific local, national, or global challenge and should emphasize each student's potential to contribute to the public good. Learning outcomes addressed in these requirements included knowledge and methods of liberal arts education from a broad disciplinary lens. Requirements included: Thinking & Creating through Arts & Humanities* (3 ch), Thinking & Creating through Natural Sciences* (3 ch), and Thinking & Creating through Social Sciences* (3 ch).

3. **Bridges** (9 ch) would focus on one or more common goals through a broad disciplinary lens. Courses could emphasize each student's capacity to develop knowledge and skills for lifelong learning. Learning outcomes addressed in these requirements included ethical reasoning, critical thinking, intercultural knowledge & competence, oral communications, and teamwork. Requirements include: OHIO Community (1 ch), Speaking Together* (2 ch), Culture & Difference* (3 ch), and Systems & Creative Thinking* (3 ch).
4. **Pathways** (10 ch) would be a problem-based, multi-disciplinary cluster of coursework that includes at least three credit hours from each of three ODHE knowledge domains (A&H, SS, and NS) plus a minimum of one credit hour of experiential learning. Pathways drew from all three knowledge domains to explore a specific historical or current local, national, or global challenge. Courses could be separate, multi-disciplinary, or interdisciplinary. Learning outcomes addressed in this requirement included critical thinking, integrative learning, and teamwork.
5. **Capstone** (3 ch) would be a capstone or culminating experience that required students to integrate and apply what they have learned. Typically offered at the end of a student's educational journey, capstone courses could be specific to major or a pathways requirement. Learning outcomes addressed in this requirement included critical thinking and integrative learning.

Model 2: Balance Emphasis

Model 2 blended components of a distributed and integrated model with a relatively equal emphasis on both. The model included six high-impact educational practices: first-year experience, writing-intensive courses, collaborative assignments, diversity learning, experiential learning, and capstone courses. Model 2 included 40 credit hours across four general education categories: foundations, pillars, arches, and convergence.

1. **Foundations** (12 ch) would provide coursework to develop students' abilities to communicate effectively through the written word, to use quantitative or symbolic reasoning, and to build listening skills by having conversations about issues facing society. Learning outcomes addressed in these requirements included ethical reasoning, intercultural knowledge & competence, quantitative reasoning, teamwork, and written communications. Requirements included: English Composition* (3 ch), Advanced Writing^{xiv}* (3 ch), Mathematics, Statistics, and Logic* (3 ch), and Dialogues^{xv} (3 ch) including OHIO Transitions (1 ch), Diverse Peoples* (1 ch), and Ethical Reasoning* (1 ch).
2. **Pillars** (12 ch) would provide a broad, basic understanding of the natural sciences, social sciences, technology, arts, and humanities. Courses would be suitable for all learners who want to explore and develop their understanding of broad disciplines within a liberal arts education. Learning outcomes addressed in these requirements included knowledge and methods from a broad disciplinary lens. Requirements include: Humanities & Literature* (3 ch), The Arts* (3 ch), Natural Sciences* (3 ch), and Social Sciences* (3 ch).
3. **Arches** (12 ch) would allow students to focus on a single topic from different disciplinary perspectives. Arches were proposed as topic-based, 12-hour, multi-disciplinary general education certificates. Students would have to be required to complete one certificate. Certificates included work drawn from all three knowledge domains (AHL, SS, and NS). Courses would be appropriate for general education and should be linked to students' broad educational goals.

Learning outcomes addressed in this requirement were critical thinking, intercultural knowledge & competence, and teamwork.

4. **Convergence** (4 ch) was proposed as opportunities for learners to integrate and apply learning through experience and reflections. Convergence courses would have been specific to major or a component of a general education certificate. Learning outcomes addressed in this requirement included critical thinking and integrative learning. Requirements included a capstone (3 ch) and experiential learning (1 ch).

Model 3: Distribution Emphasis

Model 3 blended components of a distributed and integrated model with an emphasis on distributed components. The model includes four high-impact educational practices: first-year experience, writing-intensive courses, experiential learning, and capstone courses. Model 3 included 43-67 credit hours across three general education categories: breadth of knowledge, common goals, and enrichments. Courses may count across multiple categories (i.e., breadth of knowledge, common goal, and enrichment) yet may not double count within each category.

1. **Breadth of Knowledge** (36 ch) would be courses that provided a broad, basic understanding of the natural sciences, social sciences, technology, arts, and humanities. Courses would be suitable for all learners who want to explore and develop their understanding of broad disciplines within a liberal arts education. Learning outcomes addressed in these requirements included knowledge and methods from a broad disciplinary lens. Requirements included: English Composition* (3 ch), Mathematics, Statistics, and Logic* (3 ch), Arts & Humanities* (6 ch), Natural Sciences* (6 ch + 1 lab credit hour), and Social Sciences* (6 ch).
2. **Common Goals** (minimum = 24 ch) would address specific learning outcomes associated with one of the eight common goals. Common goal courses are tagged to achieve all learning outcomes for each common goal. Common goal courses may be a stand-alone course or part of a major, minor, or certificate. Requirements included: Critical Thinking (3 ch), Ethical Reasoning (3 ch), Intercultural Knowledge & Competence (3 ch), Integrative Learning (3 ch), Oral Communication (3 ch), Quantitative Literacy (3 ch), Teamwork (3 ch), and Written Communication (3 ch).
3. **Enrichments** (7 ch) would provide students opportunities to engage in high-impact learning practices integrate. Enrichment courses may be a stand-alone course or part of a major, minor, or certificate. Learning outcomes addressed in this requirement include critical thinking and integrative learning. Requirements included: Transitions Learning Community (1 ch), Experiential learning (1 ch), and Capstone (3 ch).

APPENDIX F: ADVISORY GROUP

The Reimagining General Education Task Force included a 32-person Reimagining General Education Advisory Group. Members of the advisory group met six times throughout the Fall 2019 semester.

Purpose

The purpose of the Reimagining General Education Advisory Group was to support a commitment to reimagining and revising OHIO's general education program. To accomplish this, the RGE Advisory Group supported general education reform by:

- providing advice to the Reimagining General Education Leadership Team Task Force on matters relevant to general education teaching, learning, and assessment;
- proposing suggestions and recommendations to the Reimagining General Education Leadership Team Task Force regarding general education ideas, priorities, needs, opportunities, and capabilities;
- offering feedback, perspectives, and viewpoints specific to each person's discipline, college, function, and/or role within the University system;
- sharing feedback (concerns and suggestions) about general education reform from colleagues and stakeholders with the Reimagining General Education Leadership Team Task Form;
- promoting general education revision to Ohio University faculty, departments, programs, and offices; and
- advocating for enhanced university resources to promote exceptional practices and continuous improvement in general education teaching, learning, and assessment.

Members

Members of the advisory group represented a variety of constituencies. The following provides a list of names and group representation.

Names	Representation
1. Sara Helfrich* (Education) 2. Robin Muhammed (A&S - AAS) 3. Ana Rosado Feger (Business) 4. Betty Sindelar (HSP) 5. Sarah Wyatt* (A&S - P BIO)	Faculty Senate
6. John Cotton (Engineering) 7. Katie Hartman* (Business) 8. Connie Patterson (Education) 9. Beth Quitslund* (A&S - English)	University Curriculum Council
10. Todd Eisworth* (A&S - Mathematics) 11. Janet Duerr (A&S - BIOS) 12. Ryan Shepherd (A&S - English) 13. Candice Thomas-Maddox (Communications - RHE)	Common Goals Faculty Learning Communities
14. Purba Das (Communications - RHE) 15. Tim Goheen (Communications) 16. Chris Hayes (Fine Arts)	Faculty

17. Mark Lucas (A&S - Physics) 18. Sarah Webb (HSP)	
19. Carissa Anderson (RHE - Associate Dean) 20. Brad Cohen (Strategic Planning) 21. Lindsey Rudibaugh (Experiential Learning) 22. Catherine Marshall (Global Affairs & International Studies) 23. Sarah Poggione (A&S - Associate Dean) 24. Elizabeth Sayers* (University College - Dean) 25. Joni Wadley (Institutional Research - Assessment)	Administration
26. Deb Benton (Registrar) 27. Rob Callahan (Transfer) 28. Angie Lash (Advising)	Student Services
29. Cindy Cogswell* (Strategic Planning) 30. Imants Jaunarajs (CLDC)	Student Affairs
31. Alicia Lundy-Morse 32. Stuart Stevenson	Student Senate

**Leadership Team Member*

APPENDIX G: PRESENTATIONS AND DISCUSSIONS

The Reimagining General Education Task Force delivered formal presentations, hosted an open house poster session, and held open discussion Q&A sessions.

Formal Presentations

Between September and December 2019, the Reimagining General Education Task Force delivered 18 formal presentations to faculty, administrators, and students. The following lists the presentations.

1. Faculty Senate (September, October, November, and December)
2. University Curriculum Council (September, October, November, and December)
3. Student Senate (November and December)
4. President's Council (September)
5. Dean's Council (October)
6. Board of Trustees (October)
7. University Academic Advisors Council (October)
8. Teaching, Learning, and Assessment Committee (October)
9. Friday Group (October)
10. EPSA (November)
11. Chairs & Directors Council (December)

Poster Session

The Reimagining OHIO's General Education Task Force hosted a poster event on Wednesday, October 9 from 3:30–5:30 p.m. in the 1804 Lounge and Atrium on the 5th Floor of Baker University Center. Posters highlighted different options for revising the general education program and a timeline for realizing a revised general education program. Faculty, staff, and students are invited to provide feedback about possible revisions to OHIO's general education program. More than 50 faculty, students, administrators, and staff attended and provided feedback.

Open Discussion Q&A Sessions

The following lists the 15 open discussion Q&A sessions hosted by the Reimagining General Education Task Force. More than 50 faculty attended one or more sessions. All sessions were held in Baker Center and remotely accessible through MS Teams.

- September 12, 16, and 17
- October 14, 15, 22, 23, 29, and 30
- November 6, 8, 12, 13, 18, and 19

APPENDIX H: SAMPLE ARCH

The following is offered as an example of an Arch focused on the topic of “Global Connections.” Each of the courses listed is currently OTM-approved for the area of distribution. Courses were selected from the 2019-20 OHIO Undergraduate Course Catalog based on published course descriptions and/or learning outcomes.

Note: There are several other existing courses that could also be included in this Arch. Faculty are encouraged to seek OTM-approval for existing courses not currently OTM-approved. Alternatively, faculty may create new courses that fit the broad topic and then seek OTM approval.

Constructed World

Required: 3 credit hours in Arts & Humanities or Math, Statistics, or Logic

- AH 2130 History of World Art
- FILM 2010 History of World Cinema
- MUS 1250 Intro to Music History & Literature
- AAS 1500 Africana Media Studies

Connected World

Required: 3 credit hours in Social or Behavioral Sciences

- ANTH 1010 Intro to Cultural Anthropology
- ANTH 2020 Intro to World Archaeology
- GEOG 1310 Globalization Developing World
- HIST 1320 World History Before 1750
- HIST 1330 World History Since 1750
- INST 1100 Africa
- INST 1400 European Studies
- INST 1600 Latin America Survey

Natural World

Required: 3 credit hours in Natural Sciences

- BIOS 2750 Ecology in the 21st Century
- GEOL 2210 Earth and Life History
- GEOL 2150 Environmental Geology
- P BIO 1000 Plants & Global Environment

APPENDIX I: SAMPLE FOUR-YEAR PLANS

Sample Plan 1 assumes 39 credit hours of general education coursework and 84 credit hours of major coursework. The sample plan also assumes double-counting 3 hours of general education for the major.

Year 1 (30 hours)

GE Category	Component	Hours
Foundation	English Composition	3
Foundation	Quantitative Reasoning	3
Foundation	Intercultural Explorations	2
Pillar	Natural Science	3
Bridge	Ethics & Reasoning	1
Pillar	Humanities: Texts and Contexts	3
<i>n/a</i>	Major coursework	15

Year 2 (30 hours)

GE Category	Component	Hours
Pillar	Social and Behavioral Science	3
Pillar	Humanities: Arts	3
Arch	Constructed World	3
Arch	Natural World	3
Arch	Connected World	3
<i>n/a</i>	Major coursework	15

Year 3 (30 hours)

GE Category	Component	Hours
Foundation	Advanced Writing	3
Bridge	Speaking & Listening	1
Bridge	Diversity & Practice	1
Bridge	Learning & Doing	1
<i>n/a</i>	Major coursework	24

Year 4 (30 hours)

GE Category	Component	Hours
Capstone	Capstone (major requirement)	3
<i>n/a</i>	Major coursework	27

Sample Plan 2 assumes 42 credit hours of general education coursework, 75 credit hours of major coursework, and 15 credit hours of minor or certificate coursework. The sample plan also assumes double-counting 12 hours of general education for the major and double-counting three-hours of Foundations: Intercultural Explorations and Pillar: Social and Behavioral Science.

Year 1 (30 hours)

GE Category	Component	Hours
Foundation	English Composition	3
Foundation	Quantitative Reasoning	3
Foundation & Pillar	Intercultural Explorations / Social and Behavioral Science	3
Pillar	Natural Science	3
Pillar	Humanities: Texts and Contexts	3
<i>n/a</i>	Major coursework	15

Year 2 (30 hours)

GE Category	Component	Hours
Foundation	Advanced Writing (major requirement)	3
Pillar	Humanities: Arts	3
Arch	Constructed World	3
Arch	Natural World	3
Arch	Connected World	3
<i>n/a</i>	Major coursework	15

Year 3 (30 hours)

GE Category	Component	Hours
Bridge	Speaking & Listening	3
Bridge	Ethics & Reasoning (major requirement)	3
<i>n/a</i>	Major coursework	15
<i>n/a</i>	Minor or certificate coursework	9

Year 4 (30 hours)

GE Category	Component	Hours
Capstone / Bridge	Capstone / Learning & Doing (major requirement)	3
Bridge	Diversity & Practice (major requirement)	3
<i>n/a</i>	Major coursework	18
<i>n/a</i>	Minor or certificate coursework	6

Sample Plan 3 assumes 49 credit hours of general education coursework, 68 credit hours of college coursework, 21 credit hours of major coursework, and 15 credit hours of minor or certificate coursework. The sample plan also assumes double-counting 30 hours of general education coursework as either college or major coursework.

Year 1 (30 hours)

GE Category	Component	Hours
Foundation	English Composition (college requirement)	3
Foundation	Quantitative Reasoning (college requirement)	4
Foundation	Intercultural Explorations (college requirement)	3
Pillar	Social and Behavioral Science (college requirement)	3
Pillar	Social and Behavioral Science (college requirement)	3
Pillar	Natural Science	4
<i>n/a</i>	College coursework (including First Year Learning Community)	10

Year 2 (30 hours)

GE Category	Component	Hours
Foundation	Advanced Writing (college requirement)	3
Pillar	Humanities: Texts and Contexts	3
Bridge	Speaking & Listening (college requirement)	1
Bridge	Ethics & Reasoning (college requirement)	1
<i>n/a</i>	College coursework	22

Year 3 (30 hours)

GE Category	Component	Hours
Arch	Constructed World	3
Arch	Natural World	3
Arch	Connected World	3
Pillar	Humanities: Arts	3
Bridge	Learning & Doing (college requirement)	3
<i>n/a</i>	College coursework	6
<i>n/a</i>	Major coursework	9

Year 4 (30 hours)

GE Category	Component	Hours
Capstone	Capstone (major requirement)	3
Bridge	Diversity & Practice (college requirement)	3
<i>n/a</i>	College coursework	3
<i>n/a</i>	Major coursework	6
<i>n/a</i>	Minor or certificate coursework	15

APPENDIX NOTES

^{viii} Definitions and learning outcomes have been developed from Association of American Colleges and Universities (AAC&U). (2009). VALUE rubrics. Retrieved from <https://www.aacu.org/value-rubrics>

^{ix} Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.

^x Source: OHIO Ohio University Undergraduate Catalog 2019-20 (<https://www.catalogs.ohio.edu/>)

^{xi} OHIO Board of Regents (2015, April). Guidelines & Procedures for Academic Program Review.

^{xii} Association of American Colleges & Universities (2016). *Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches: Key Findings from a Survey among Administrators at AAC&U Member Institutions*.

^{xiii} Options may include a continuation of English Composition (such as a second of two first-year composition courses), an intermediate course in written exposition, or a writing-intensive course aligned with a specific discipline or major.

^{xiv} Options may include a continuation of English Composition (such as a second of two first-year composition courses), an intermediate course in written exposition, or a writing-intensive course aligned with a specific discipline or major.

^{xv} Dialogues represent coursework focused on specific common goals. They may be standalone courses (1-3 credit hours each) or coursework taken concurrently with other courses.

2019-20 Reimagining General Education Leadership Team

Cindy Cogswell, Director of Strategic Planning & Assessment, Division of Student Affairs

Todd Eisworth (MATH), Chair, Quantitative Reasoning Faculty Learning Community

Katie Hartman (BUS), Chair, UCC General Education Committee

Sara Helfrich (EDU), Chair, UCC & Vice-Chair, Faculty Senate

Beth Quitslund (ENG), Co-Chair, UCC Individual Course Committee

Elizabeth Sayrs (MUS), Dean, University College; Senior Vice Provost, Undergraduate Education and Student Success

Sarah Wyatt (P BIO), Chair, Faculty Senate Professional Relations Committee