

Ohio University

Reasons for Reimagining General Education

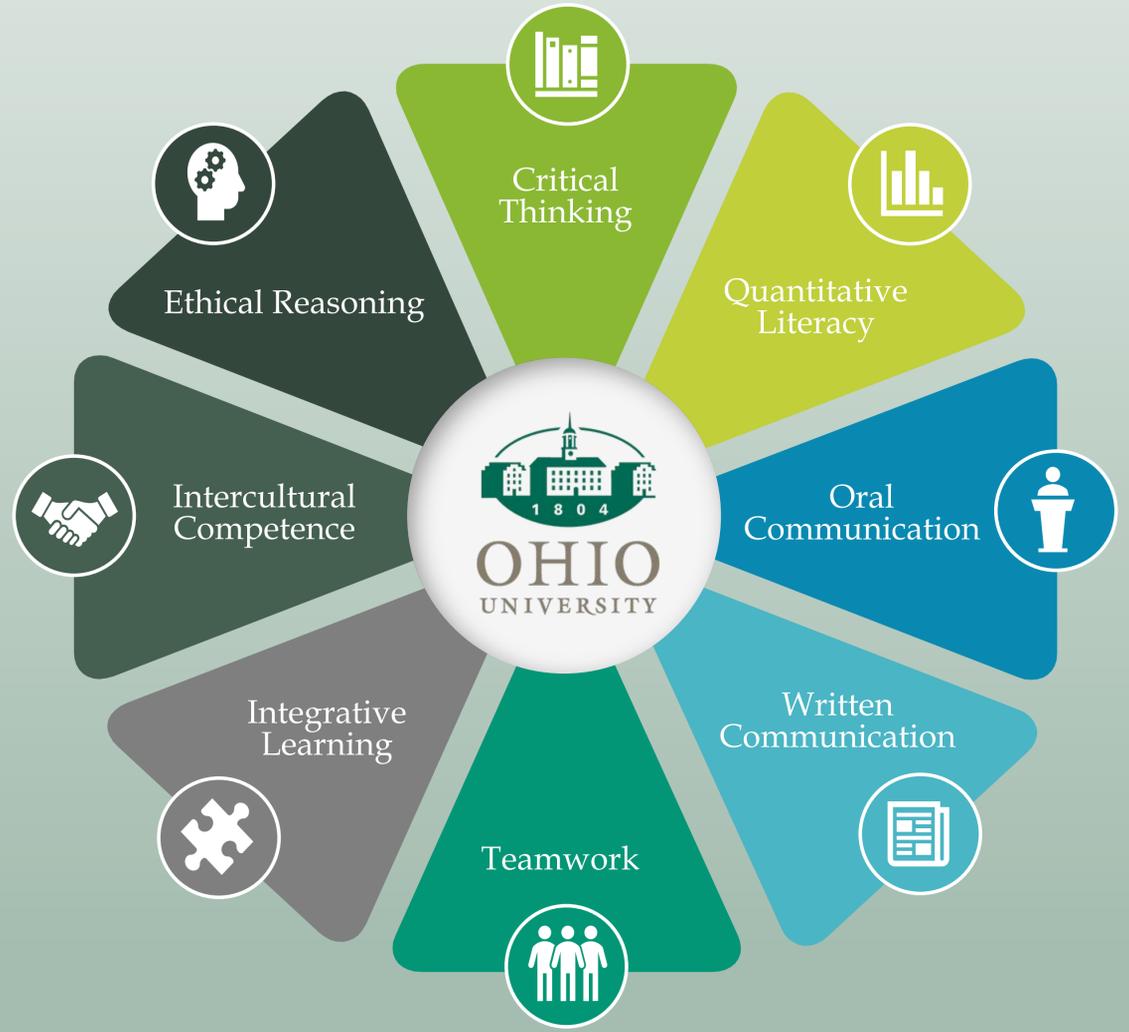




OHIO Common Goals

General Education Learning Outcomes

Students will be able to...



Critical Thinking Learning Outcomes

Issue / Problem	• Critically state, describe, and consider an issue or problem.
Evidence	• Use information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.
Context and Assumptions	• To systematically and methodically analyze assumptions and carefully evaluate the relevance of contexts when presenting a position.
Position	• State a specific position (i.e., perspective, thesis, or hypothesis) that is imaginative, recognizes complexities, and acknowledges limitations.
Conclusions	• State conclusions and related outcomes (consequences and implications) logically and in a priority order.

Ethical Reasoning Learning Outcomes

Self-awareness	• Recognize one's own ethical core beliefs and how they shape ethical conduct and thinking.
Perspectives / Concepts	• Understand ethical perspectives, theories, and/or concepts.
Ethical Issue(s)	• Recognize, evaluate, and connect ethical issues.
Application	• Apply ethical perspectives, theories, or concepts to a decision-making situation.
Evaluation	• Evaluate alternative ethical perspectives within a decision-making situation.

Intercultural Knowledge & Competence Learning Outcomes

Self-awareness	• Articulate insights about one's own cultural rules and biases.
Worldwide Frameworks	• 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.
Empathy	• Interpret intercultural experience from own and others' worldview and to act in a supportive manner that recognizes the feelings of another cultural group.
Communications	• Demonstrate an understanding of cultural differences in verbal and non-verbal communication and to negotiate a shared understanding based on those differences.
Curiosity	• Ask complex questions of other cultures and to articulate answers to these questions that reflect multiple cultural perspectives.
Openness	• Initiate and develop interactions with culturally different others while suspending judgment in valuing his / her interactions with culturally different others.

Integrative Learning Learning Outcomes

Connection to Experience	• Connect relevant experience and academic knowledge
Connections to Discipline	• See and make connections across disciplines and perspectives.
Transfer	• Adapt and apply skills, abilities, theories, or methodologies gained in one situation to a new situation.
Integrated Communication	• Complete assignment using a format, language, or visual representation in ways that enhance meaning.
Reflection and Self-assessment	• Demonstrate a developing sense of self as a learner and build on prior experience to respond to new and challenging contexts.

Quantitative Literacy Learning Outcomes

Interpretation	• Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
Representation	• Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
Calculation	• Calculate relevant information using various mathematical formulas.
Application / Analysis	• Make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
Assumptions	• Make and evaluate important assumptions in estimation, modeling, and data analysis.
Communications	• 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).

Oral Communication Learning Outcomes

Organization	• Group and sequence ideas and supporting material such that organization reflects the purpose of the presentation, is cohesive, and accomplishes the goal(s).
Language	• Use unbiased vocabulary, terminology, and sentence structure appropriate to the topic and audience.
Delivery	• Use posture, gestures, eye contact, and voice to enhance the effectiveness of a presentation and to make the speaker appear polished / confident.
Supporting Material	• 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.
Central message.	• Articulate a precise, compelling, and memorable purpose or main point of a presentation.

Written Communication Learning Outcomes

Context and Purpose	• Demonstrate an understanding of the context and purpose for writing such that the text has the writer's intended effect on an audience
Content Development	• Use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
Genre and Disciplinary Conventions	• 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
Sources and Evidence	• Use and source texts (written, oral, behavioral, visual, or other) to extend, argue with, develop, define, or shape the writer's ideas.
Control of Syntax and Mechanics	• Use syntax and mechanics effectively to communicate ideas.

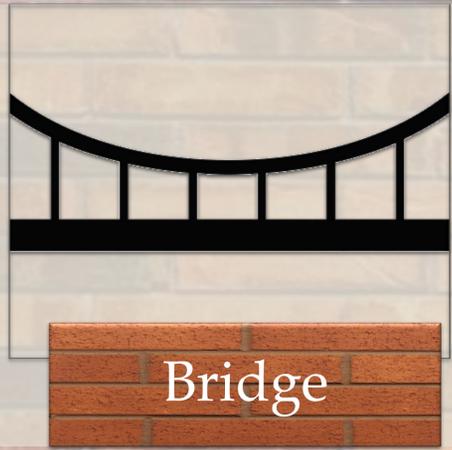
Teamwork Learning Outcomes

Contributes to Team Meetings	• Contribute ideas, solutions, and courses of action during team meetings
Engagement of Team Members	• Engage other team members constructively and respectfully.
Individual Contributions	• Provide meaningful contributions to the team that advance the work of the group
Constructive Team Climate	• Foster a constructive team climate.
Conflict Management	• Manage team conflict.



OHIO BRICKS

General Education Statements of Intent



B

• At OHIO, the general education curriculum enables students to **build bridges**, making connections between themselves and others through teamwork and experiential learning opportunities.

R

• Through participation in the general education curriculum, OHIO students learn to **reason** critically, ethically, and logically.

I

• Students will **integrate** learning across and within disciplines, co-curricular experiences, and community engagement activities.

C

• OHIO students learn to **communicate** effectively with others by developing their written and oral communication skills through focused coursework.

K

• The general education curriculum at OHIO helps students obtain breadth and depth of **knowledge** as well as get to **know themselves and others** through coursework that enhances ones' intercultural knowledge and competence.

S

• Through capstone experiences, students have the opportunity to **synthesize** knowledge they have acquired over the course of their time at OHIO.

OHIO BRICKS: Model 1 (*Integrated*)

Model Components (≈ 40 credit hours)		Common Goals
Gateways (min= 9 hrs)	<ul style="list-style-type: none"> • English Composition* (3) • Advanced Writing* (3) • Mathematics, Statistics, and Logic* (3) 	Learning Goals <ul style="list-style-type: none"> • Quantitative Reasoning • Written Communication
Directions (min= 9 hrs)	<ul style="list-style-type: none"> • Thinking & Creating through Arts & Humanities* (3) • Thinking & Creating through Natural Science* (3) • Thinking & Creating through Social Sciences* (3) 	Learning Goals <ul style="list-style-type: none"> • A&H Knowledge / Methods • NS Knowledge / Methods • SS Knowledge / Methods
Bridges (min= 9 hrs)	<ul style="list-style-type: none"> • The OHIO Community (1) • Speaking Together* (2) • Culture & Difference* (3) • Systems & Creative Thinking* (3) 	Learning Goals <ul style="list-style-type: none"> • Ethical Reasoning • Critical Thinking • Intercultural Knowledge & Competence • Oral Communication • Teamwork
Pathways (min= 10 hrs)	<ul style="list-style-type: none"> • Problem-based, multi-disciplinary clusters of coursework that includes at least 3 credit hours from each of three knowledge domains (A&H*, SS*, and NS*) and 1 credit hour of experiential learning 	Learning Goals <ul style="list-style-type: none"> • Critical Thinking • Integrative Learning • Teamwork
Capstone (min= 3 hrs)	<ul style="list-style-type: none"> • Capstone or Culminating Experience (3) 	Learning Goals <ul style="list-style-type: none"> • Critical Thinking • Integrative Learning

*Meets requirements of Ohio Department of Higher Education (ODHE) OTM.

Advanced Writing. 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.

Bridges Courses. Speaking Together should meet ODHE requirements for Oral Communication. Culture & Differences and Systems & Creative Thinking should meet ODHE area of distribution requirements as either A&H, NS, or SS.

Pathways. These are bodies of course work drawn from all three knowledge domains to explore a historical or current issue. Courses may be separate, multi-disciplinary, or interdisciplinary.

Key Advantages

- Addresses ODHE general education requirements
- Maps to the OHIO Common Goals
- Integrates multiple high-impact educational practices
- Focuses all components on learning outcomes (rather than course topic)
- Includes some stand-alone, disciplinary coursework
- Requires exploration of a historical or current challenge through a multi-disciplinary perspective
- Allows for the possibility of double-counting courses as both major and general education
- Reflects evidence-based learning practices
- Provides a unique positioning and potential competitive advantage

Limitations

- Will require faculty to reimagine existing courses or create new courses to fit into the program
- Will require faculty to coordinate with others to develop multi-disciplinary clusters of coursework
- May involve atypical course scheduling for courses with less than three credit hours
- May dramatically limit transferability of courses into and from OHIO given the uniqueness of requirements

OHIO BRICKS: Model 2 (*Blended*)

Model Components (≈ 40 credit hours)

Foundations (min = 12 hrs)	Pillars (min = 12 hrs)	Arches (min = 12 hrs)	Convergence (min = 4 hrs)
<ul style="list-style-type: none"> • English Composition* (3) • Advanced Writing* (3) • Mathematics, Stats, and Logic* (3) • Dialogues* (min=3) <ul style="list-style-type: none"> • Transitions (1) • Diverse Peoples (1) • Ethical Reasoning (1) 	<ul style="list-style-type: none"> • Humanities & Literature* (3) • The Arts* (3) • Natural Sciences* (3) • Social Sciences* (3) 	<ul style="list-style-type: none"> • Topic-based, 12-hour, multi-disciplinary (at least three credit hours from each: AHL*, SS*, and NS*) general education certificate 	<ul style="list-style-type: none"> • Experiential Learning (1) • Capstone (3)

*Meets requirements of Ohio Department of Higher Education (ODHE) OTM.

Common Goals

Learning Goals	Learning Goals	Learning Goals	Learning Goals
<ul style="list-style-type: none"> • Ethical Reasoning • Intercultural K&C • Quantitative Reasoning • Teamwork • Written Communication 	<ul style="list-style-type: none"> • Arts & Humanities Knowledge • Natural Sciences Knowledge • Social Sciences Knowledge 	<ul style="list-style-type: none"> • Critical Thinking • Intercultural K&C • Teamwork 	<ul style="list-style-type: none"> • Critical Thinking • Integrative Learning • Oral Communication

Advanced Writing. 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.

Dialogues. Courses focused on specific common goals. Dialogue courses may be standalone courses (1-3 hrs) or coursework taken concurrently with other courses.

Arches are bodies of course work drawn from all three knowledge domains (AHL, SS, and NS) that explore a broad topic from different disciplinary perspectives. Courses are appropriate for general education. Example topics: Creativity, Innovation & Change, Global Connections, Health & Wellness, Learning, Technology & Society, Social Justice & Diversity, and Sustainability

Key Advantages

- Addresses ODHE general education requirements
- Maps to the OHIO Common Goals
- Integrates multiple high-impact educational practices
- Includes unique one-credit-hour Dialogue coursework
- Combines learning outcomes with distribution requirements
- Includes some stand-alone, disciplinary coursework
- Allows for exploration of a topic through a multi-disciplinary perspective
- Offers a general education certificate
- Allows for relatively easy transferability of some courses into and from OHIO
- Allows for the possibility of double-counting courses as both major and general education

Limitations

- May require faculty to reimagine existing courses or create new courses to fit into the program
- Requires some faculty to coordinate with others to develop multi-disciplinary clusters of coursework
- May involve atypical course scheduling for courses with less than three credit hours
- May limit transferability of some courses into and from OHIO given the uniqueness of requirements

OHIO BRICKS: Model 3 (*Distributed*)

Model Components (≈ 43-67 credit hours)

Breadth of Knowledge

(36 credit hours)*

- English Composition* (3)
- Mathematics, Statistics, and Formal Logic* (3)
- Arts & Humanities* (min= 6)
- Social Sciences* (min= 6)
- Natural Sciences* (min= 6 + 1 lab)

Common Goals

(24 credit hours)

- Critical Thinking (3)
- Ethical Reasoning (3)
- Intercultural Knowledge & Competence (3)
- Integrative Learning (3)
- Oral Communication (3)
- Quantitative Literacy (3)
- Teamwork (3)
- Written Communication (3)

Enrichments

(7 hours)

- Transitions Learning Community (1)
- Experiential Learning (3)
- Capstone (3)

*Meets requirements of Ohio Department of Higher Education (ODHE) OTM.

- Common goal courses are tagged to achieve all learning outcomes for each common goal. Common goal courses may be major, minor, or certificate courses.
- Courses may count across multiple categories (i.e., breadth of knowledge, common goal, and enrichment).
- Courses may not double count within each category.

Key Advantages

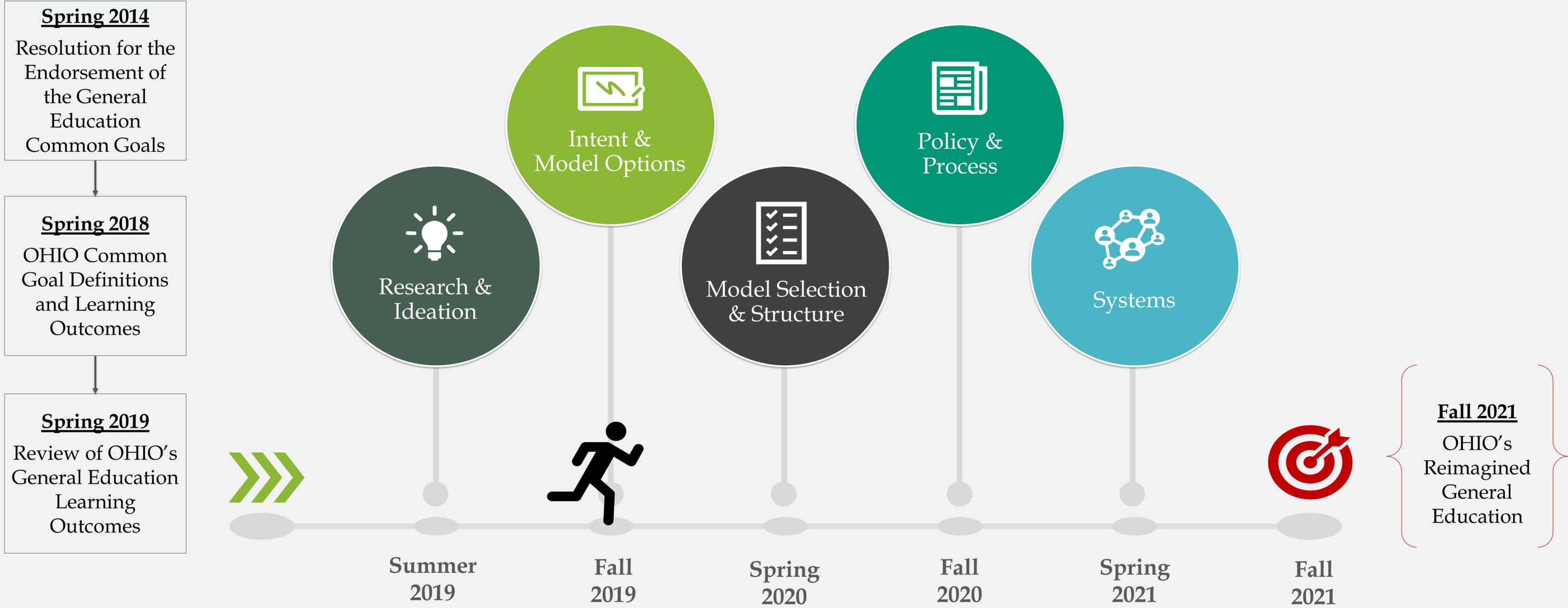
- Addresses ODHE general education requirements
- Addresses both distribution and OHIO Common Goal learning outcomes
- Integrates some high-impact educational practices
- May easily fit into the existing system of using tags for courses
- Allows for relatively easy transferability of some courses into and from OHIO (i.e., breadth of knowledge)

Limitations

- Significantly adds to general education requirements
- Will likely require significant changes to major programs
- Treats common goal learning outcomes as distinct from the breadth of knowledge learning outcomes
- Is not competitive or innovative as compared to other public universities in the state of Ohio
- Does not reflect best practices for evidence-based learning
- May limit transferability of some courses into and from OHIO given the number of requirements
- Will likely require significant resources to assess and manage general education
- Will likely require modifications to the registration system to tag courses

Ohio University

Timeline for Reimagining General Education



September 2019	October 2019	November 2019	December 2019	January 2020
<ul style="list-style-type: none"> Principles for General Education Reform 	<ul style="list-style-type: none"> Proposed General Education Model(s) 	<ul style="list-style-type: none"> Updates & Feedback 	<ul style="list-style-type: none"> General Education Model: First Reading 	<ul style="list-style-type: none"> General Education Model: Second Reading & Vote