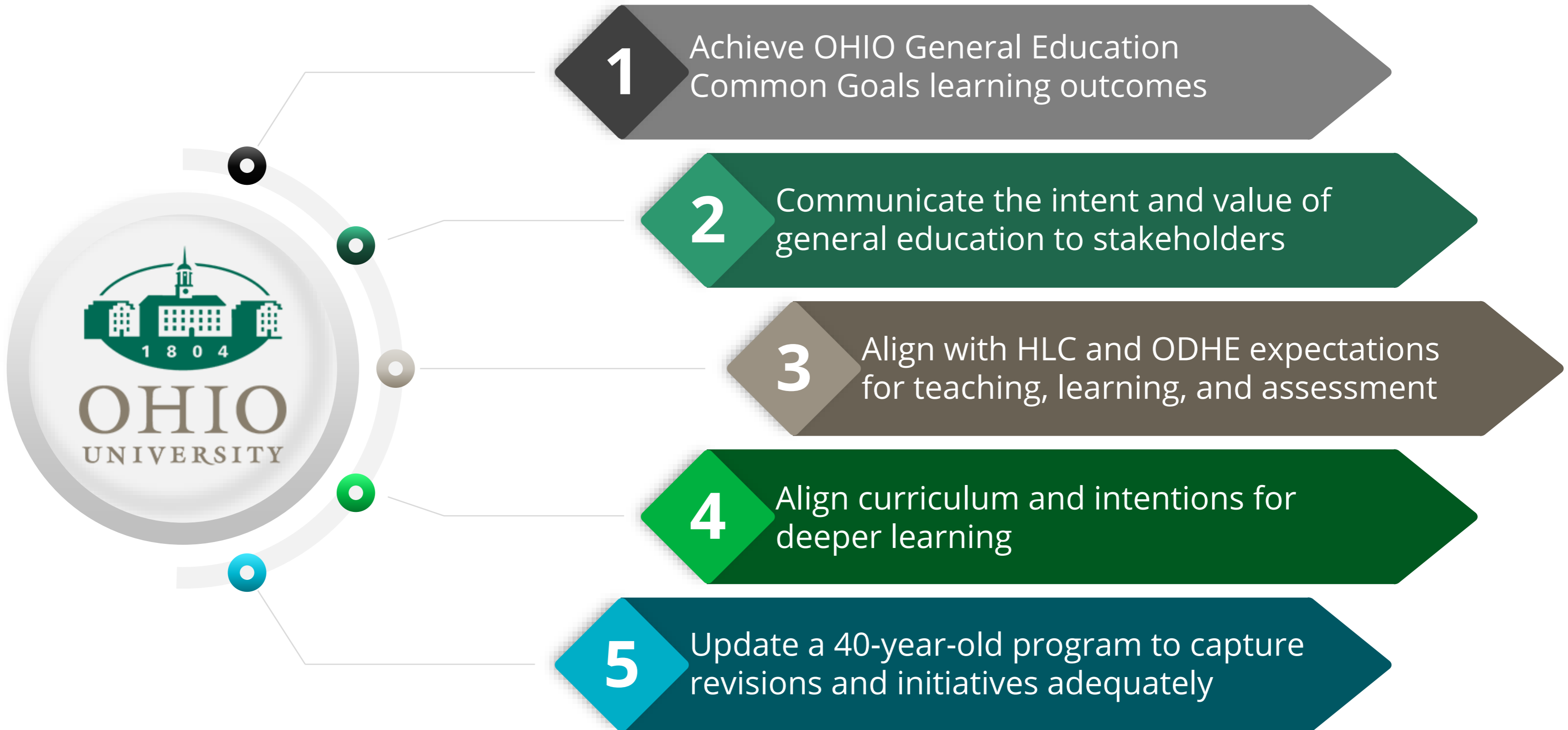


# Reimagining General Education

Statements of Intent & Models for Consideration

# Need for General Education Reform



# General Education Principles

*OHIO's general education program should...*



## LEARNER CENTRIC

- ✓ Have a clear statement of intent
- ✓ Focus on the needs of learners
- ✓ Articulate learning outcomes
- ✓ Incorporate meaningful experiences
- ✓ Integrate high impact learning
- ✓ Be easy-to-navigate



## FACULTY DRIVEN

- ✓ Be designed by faculty
- ✓ Provide faculty-delivered opportunities for student learning
- ✓ Meaningfully assess student achievement of learning
- ✓ Respect disciplinary expertise
- ✓ Support investments of time and resources

# General Education Principles (continued)

*OHIO's general education program should...*



## **INCLUSIVE**

- ✓ Allow for agency and self-direction
- ✓ Offer equal access to all learners
- ✓ Advance equitable learning outcomes across all student populations
- ✓ Celebrate and welcome differences in all its forms



## **CHALLENGING**

- ✓ Provide multi-disciplinary learning opportunities
- ✓ Be rigorous and engaging
- ✓ Reflect OHIO's General Education Common Goals
- ✓ Integrate curricular and co-curricular learning
- ✓ Consider curricular parsimony



## **FLEXIBLE**

- ✓ Be financially viable
- ✓ Be meaningfully managed and evaluated
- ✓ Allow for continuous improvement
- ✓ Address state and accreditation expectations
- ✓ Support curricular and course innovations

# OHIO GENERAL EDUCATION COMMON GOALS

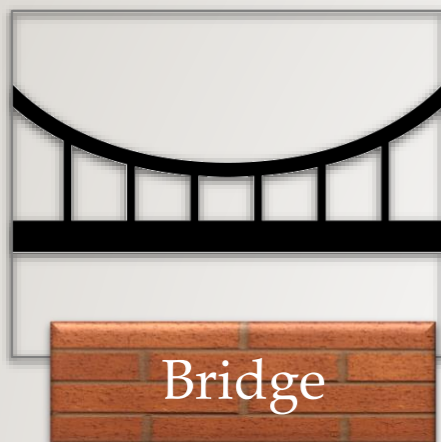
*(Spring 2018)*

**42 Learning Outcomes**



# General Education Program Statements of Intent

## OHIO BRICKS



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.

# Model Continuum

## Distributed



## Blended



## Integrated



### Distributed

A distributed model offers a selection of courses designed to achieve a set of learning outcomes through individual courses.

+ Advantage(s): Distributed models tend to allow students substantial freedom of choice.

- Key Constraint(s): Distributed models tend to lack cohesion, connections among learning, and innovation.

### Blended

A blended model combines elements of distributed models and integrated models. Blended models tend to combine core requirements, distribution requirements, and integrated requirements.

+ Advantage(s): Blended models tend to allow students freedom of choice, to provide curricular cohesion, and to promote opportunities for innovation.

- Key Constraint(s): Blended models may include components that are not seamlessly connected to other components of the program.

### Integrated

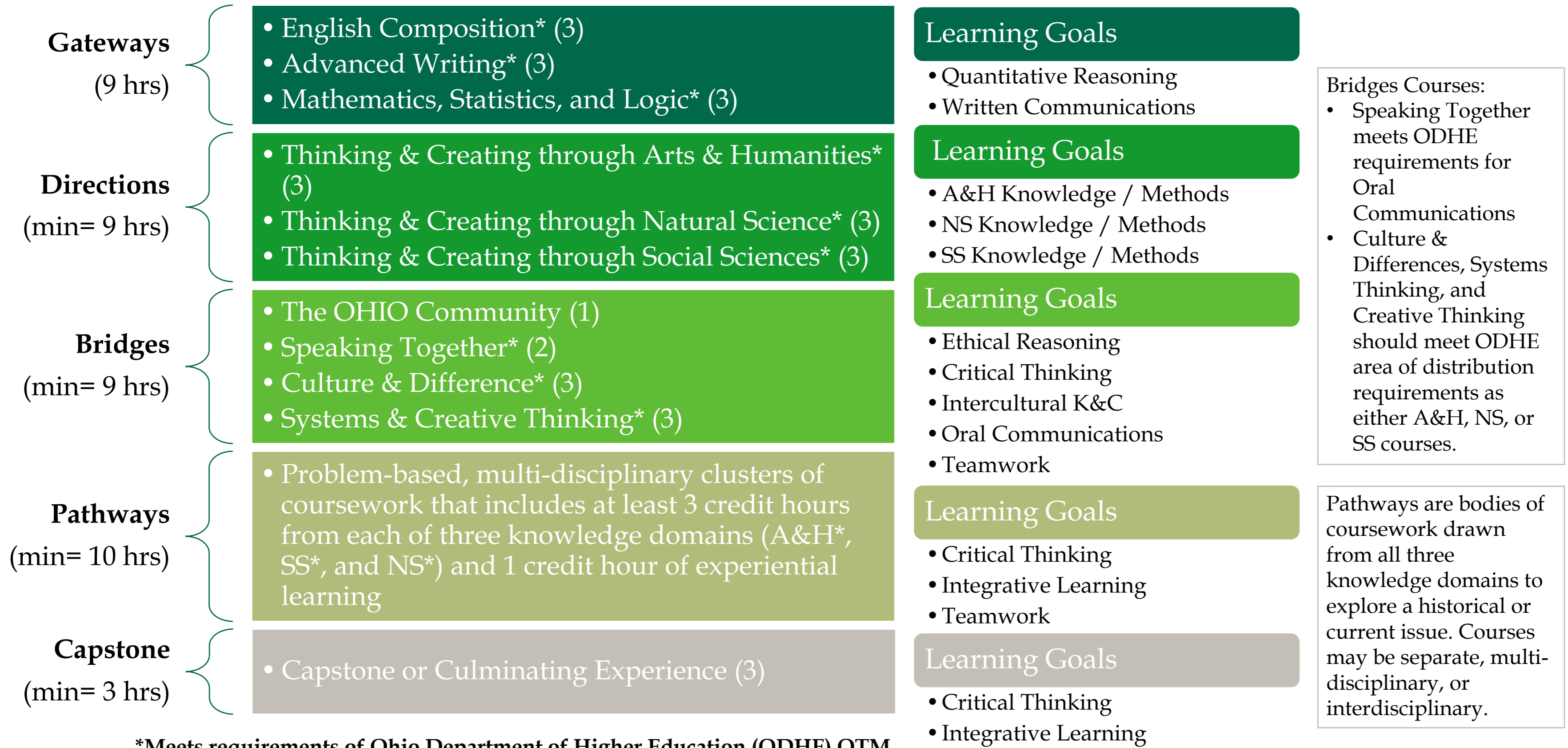
An integrated model focuses on connections of courses that coherently achieve specific, program-level outcomes.

+ Advantage(s): Integrated models tend to provide curricular cohesion and to promote curricular innovation.

- Key Constraint(s): Integrated models tend to limit students' freedom of choice and may require modifications to university structures.

According to a survey of colleges & universities the Association of American Colleges & Universities (AAC&U, 2016), most institutions (68%) are moving from distributed models to blended models (i.e., distribution elements with integrative features).

# Model 1: Integrated (40 credit hours)



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





## Model 1

### 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 limit transferability of courses into and from OHIO given the uniqueness of requirements

# Model 2: Blended (40 credit hours)

## Foundations

(min = 12 hrs)

- English Composition\* (3)
- Advanced Writing\* (3)
- Mathematics, Stats, and Logic\* (3)
- Dialogues\* (min=3)
  - Transitions (1)
  - Diverse Peoples (1)
  - Ethical Reasoning (1)

## Pillars

(min = 12 hrs)

- Humanities & Literature\* (3)
- The Arts\* (3)
- Natural Sciences\* (3)
- Social Sciences\* (3)

## Arches

(min = 12 hrs)

- Topic-based, 12-hour, multi-disciplinary (at least three credit hours from each: AHL\*, SS\*, and NS\*) general education certificate

## Convergence

(min = 4 hrs)

- Experiential Learning (1)
- Capstone (3)

Dialogues represent coursework focused on specific common goals. They 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
- Sustainability

## Learning Goals

- Ethical Reasoning
- Intercultural K&C
- Quantitative Reasoning
- Teamwork
- Written Communications

## Learning Goals

- Arts & Humanities Knowledge
- Natural Sciences Knowledge
- Social Sciences Knowledge

## Learning Goals

- Critical Thinking
- Intercultural K&C
- Teamwork

## Learning Goals

- Critical Thinking
- Integrative Learning
- Oral Communications

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



## Model 2

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### 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 some requirements

# Model 3: Distributed ( $\approx$ 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 Communications (3)
- Quantitative Literacy (3)
- Teamwork (3)
- Written Communications (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.



## Model 3

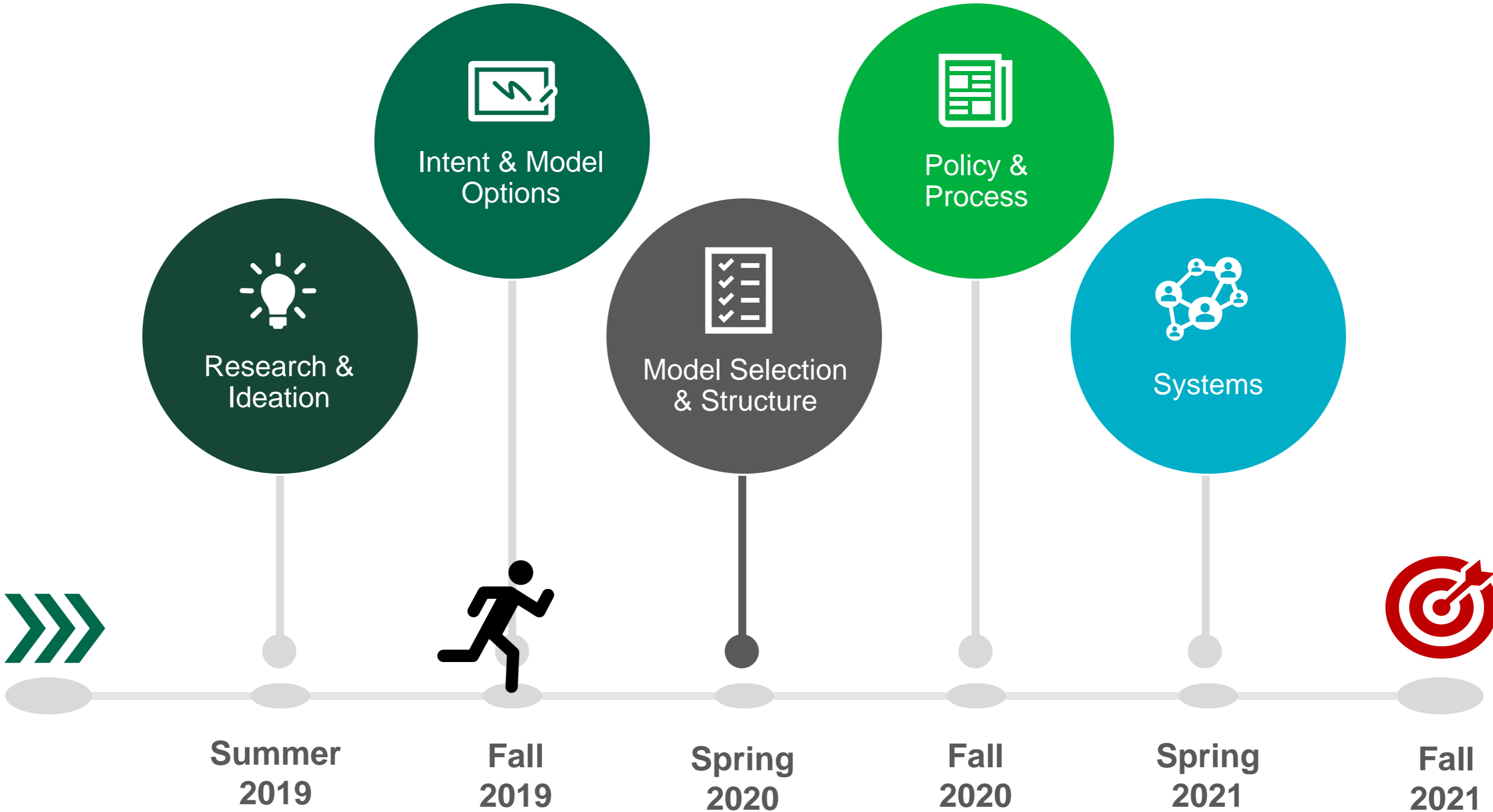
### Advantages

- Addresses ODHE general education requirements
- Maps to the OHIO Common Goals
- Integrates some high-impact educational practices
- Allows for the possibility of double-counting courses as both major and general education
- May 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

# Reimagining General Education: Timeline



## Presentations

### Faculty Senate

- Mon., October 7
- Walter 235

### UCC

- Tues., October 8
- Alden 319

### Poster Event

- Wed., October 9
- 3:30 – 5:30
- 5<sup>th</sup> Floor Baker

### Board of Trustees

- Thurs., October 10
- Walter

### UAAC

- Wed., October 16
- Glidden Theater

### Student Senate

- Wed., November 6
- Walter 235

## Open Discussion Q&A

Mon., October 14, 2:00–3:00PM in Baker 226

Tues., October 15, 1:30–2:30PM in Baker 233

Tues., October 22, 10:30–11:30AM in Baker 230

Wed., October 23, 10:30–11:30AM in Baker 233

Tues., October 29, 2:00–1:00PM in Baker 233

Wed., October 30, 3:00–4:00PM in Baker 233

# RGE Leadership Team



Cynthia Cogswell

- Student Affairs
- Director of Strategic Planning & Assessment



Todd Eisworth

- A&S, MATH
- Lead, Quantitative Reasoning FLC



Katie Hartman

- CoB, MKT
- Chair, UCC General Education Committee



Sara Helfrich

- CoE, Teacher Ed
- Chair, UCC & Vice-Chair, Faculty Senate



Elizabeth Sayrs

- Dean, University College
- Senior Vice Provost for Undergraduate Education and Student Success



Beth Quitslund

- A&S, ENG
- Co-Chair, UCC Individual Course Committee



Sarah Wyatt

- A&S, PBIO
- Chair, Faculty Senate Professional Relations Committee



# RGE Advisory Group

## Faculty Senate

- Sara Helfrich\*
- Robin Muhammed
- Ana Rosado Feger
- Betty Sindelar
- Sarah Wyatt\*

## University Curriculum Council

- John Cotton
- Katie Hartman\*
- Connie Patterson
- Beth Quitslund\*

## Common Goal Faculty Learning Communities

- Todd Eisworth\*
- Janet Duerr
- Ryan Shepherd
- Candice Thomas-Maddox

## Faculty Representatives

- Purba Das
- Tim Goheen
- Chris Hayes
- Mark Lucas
- Sarah Webb

## Administration

- Carissa Anderson
- Brad Cohen
- Lindsey Rudibaugh
- Catherine Marshall
- Sarah Poggione
- Elizabeth Sayrs\*
- Joni Wadley

## Student Services

- Deb Benton
- Rob Callahan
- Angie Lash

## Student Affairs

- Cindy Cogswell\*
- Imants Jaunarajs

## Student Senate

- Alicia Lundy-Morse
- Stuart Stevenson

*\* RGE Leadership Team Member*

# Reimagining General Education

<https://www.ohio.edu/provost/reimagining-general-education>