Reimagining General Education

Statements of Intent & Models for Consideration
Need for General Education Reform

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

INCLUSIVE

FLEXIBLE

CHALLENGING
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

<table>
<thead>
<tr>
<th>B</th>
<th>Bridge</th>
<th>• At OHIO, the general education curriculum enables students to <strong>build bridges</strong>, making connections between themselves and others through teamwork and experiential learning opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Reason</td>
<td>• Through participation in the general education curriculum, OHIO students learn to <strong>reason</strong> critically, ethically, and logically.</td>
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<tr>
<td>I</td>
<td>Integrate</td>
<td>• Students will <strong>integrate</strong> learning across and within disciplines, co-curricular experiences, and community engagement activities.</td>
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<tr>
<td>C</td>
<td>Communicate</td>
<td>• OHIO students learn to <strong>communicate</strong> effectively with others by developing their written and oral communication skills through focused coursework.</td>
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<tr>
<td>K</td>
<td>Know</td>
<td>• The general education curriculum at OHIO helps students obtain breadth and depth of <strong>knowledge</strong> as well as get to <strong>know themselves and others</strong> through coursework that enhances ones’ intercultural knowledge and competence.</td>
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<tr>
<td>S</td>
<td>Synthesize</td>
<td>• Through capstone experiences, students have the opportunity to <strong>synthesize</strong> knowledge they have acquired over the course of their time at OHIO.</td>
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</tbody>
</table>
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.

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.

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)

**Gateways** (9 hrs)
- English Composition* (3)
- Advanced Writing* (3)
- Mathematics, Statistics, and Logic* (3)

**Directions** (min= 9 hrs)
- Thinking & Creating through Arts & Humanities* (3)
- Thinking & Creating through Natural Science* (3)
- Thinking & Creating through Social Sciences* (3)

**Bridges** (min= 9 hrs)
- The OHIO Community (1)
- Speaking Together* (2)
- Culture & Difference* (3)
- Systems & Creative Thinking* (3)

**Pathways** (min= 10 hrs)
- 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

**Capstone** (min= 3 hrs)
- Capstone or Culminating Experience (3)

Learning Goals
- Quantitative Reasoning
- Written Communications
- A&H Knowledge / Methods
- NS Knowledge / Methods
- SS Knowledge / Methods
- Ethical Reasoning
- Critical Thinking
- Intercultural K&C
- Oral Communications
- Teamwork
- Critical Thinking
- Integrative Learning
- Critical Thinking
- Integrative Learning

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

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

Pathways are bodies of coursework drawn from all three knowledge domains to explore a historical or current issue. Courses may be separate, multi-disciplinary, or interdisciplinary.
<table>
<thead>
<tr>
<th>Advantages</th>
<th>Limitations</th>
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</thead>
<tbody>
<tr>
<td>• Addresses ODHE general education requirements</td>
<td>• Will require faculty to reimagine existing courses or create new courses</td>
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<tr>
<td>• Maps to the OHIO Common Goals</td>
<td>to fit into the program</td>
</tr>
<tr>
<td>• Integrates multiple high-impact educational practices</td>
<td>• Will require faculty to coordinate with others to develop multi-disciplinary</td>
</tr>
<tr>
<td>• Focuses all components on learning outcomes (rather than course topic)</td>
<td>clusters of coursework</td>
</tr>
<tr>
<td>• Includes some stand-alone, disciplinary coursework</td>
<td>• May involve atypical course scheduling for courses with less than three credit hours</td>
</tr>
<tr>
<td>• Requires exploration of a historical or current challenge through a multi-disciplinary perspective</td>
<td>• May limit transferability of courses into and from OHIO given the uniqueness of requirements</td>
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<tr>
<td>• Allows for the possibility of double-counting courses as both major and general education</td>
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<tr>
<td>• Reflects evidence-based learning practices</td>
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<td>• Provides a unique positioning and potential competitive advantage</td>
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</table>
### 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)

#### 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.

**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 coursework 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
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<tr>
<td>• Addresses ODHE general education requirements</td>
<td>• May require faculty to reimagine existing courses or create new courses to fit into the program</td>
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<tr>
<td>• Maps to the OHIO Common Goals</td>
<td>• Requires some faculty to coordinate with others to develop multi-disciplinary clusters of coursework</td>
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<tr>
<td>• Integrates multiple high-impact educational practices</td>
<td>• May involve atypical course scheduling for courses with less than three credit hours</td>
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<td>• Includes unique one-credit-hour dialogue coursework</td>
<td>• May limit transferability of some courses into and from OHIO given the uniqueness of some requirements</td>
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<td>• Combines learning outcomes with distribution requirements</td>
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### Model 3: Distributed  (~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)

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*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.
<table>
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<th>Limitations</th>
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<tr>
<td>• Addresses ODHE general education requirements</td>
<td>• Significantly adds to general education requirements</td>
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<tr>
<td>• Maps to the OHIO Common Goals</td>
<td>• Will likely require significant changes to major programs</td>
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<tr>
<td>• Integrates some high-impact educational practices</td>
<td>• Treats common goal learning outcomes as distinct from the breadth of knowledge learning outcomes</td>
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<tr>
<td>• Allows for the possibility of double-counting courses as both major and general education</td>
<td>• Is not competitive or innovative as compared to other public universities in the state of Ohio</td>
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<tr>
<td>• May fit into the existing system of using tags for courses</td>
<td>• Does not reflect best practices for evidence-based learning</td>
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<tr>
<td>• Allows for relatively easy transferability of some courses into and from OHIO (i.e., breadth of knowledge)</td>
<td>• May limit transferability of some courses into and from OHIO given the number of requirements</td>
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<td></td>
<td>• Will likely require significant resources to assess and manage general education</td>
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<td></td>
<td>• Will likely require modifications to the registration system to tag courses</td>
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Reimagining General Education: Timeline

- **Summer 2019**: Research & Ideation
- **Fall 2019**: Intent & Model Options
- **Spring 2020**: Model Selection & Structure
- **Fall 2020**: Policy & Process
- **Spring 2021**: Systems

Timeline:
- **Fall 2020**: Fall 2020
- **Spring 2021**: Spring 2021
Presentations

Faculty Senate
• Mon., October 7
• Walter 235

UCC
• Tues., October 8
• Alden 319

Poster Event
• Wed., October 9
• 3:30 – 5:30
• 5th 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
<table>
<thead>
<tr>
<th>RGE Advisory Group</th>
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<tbody>
<tr>
<td><strong>Faculty Senate</strong></td>
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<tr>
<td>Sara Helfrich*</td>
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<tr>
<td>Robin Muhammed</td>
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<td>Ana Rosado Feger</td>
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<tr>
<td>Betty Sindelar</td>
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<td>Sarah Wyatt*</td>
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<td><strong>University Curriculum Council</strong></td>
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<tr>
<td>John Cotton</td>
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<tr>
<td>Katie Hartman*</td>
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<tr>
<td>Connie Patterson</td>
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<td>Beth Quitslund*</td>
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<td><strong>Common Goal Faculty Learning Communities</strong></td>
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<td>Todd Eisworth*</td>
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<td>Janet Duerr</td>
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<td>Ryan Shepherd</td>
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<td>Candice Thomas-Maddox</td>
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<td><strong>Faculty Representatives</strong></td>
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<tr>
<td>Purba Das</td>
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<td>Tim Goheen</td>
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<td>Chris Hayes</td>
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<td>Mark Lucas</td>
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<td>Sarah Webb</td>
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<td><strong>Administration</strong></td>
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<tr>
<td>Carissa Anderson</td>
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<td>Brad Cohen</td>
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<td>Lindsey Rudibaugh</td>
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<td>Catherine Marshall</td>
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<td>Sarah Poggione</td>
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<td>Elizabeth Sayrs*</td>
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<td>Joni Wadley</td>
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<td><strong>Student Services</strong></td>
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<tr>
<td>Deb Benton</td>
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<td>Rob Callahan</td>
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<td>Angie Lash</td>
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<td>Cindy Cogswell*</td>
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<tr>
<td>Alicia Lundy-Morse</td>
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<td>Stuart Stevenson</td>
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* RGE Leadership Team Member
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https://www.ohio.edu/provost/reimagining-general-education