

Reimagining General Education

**Proposal for
Reimagining General
Education:
Statements of Intent
& Models**

October 1, 2019

Ohio University
Reimagining General Education Leadership Team

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

OHIO’s original GE program was 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:

- 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 OHIO’S CURRENT GENERAL EDUCATION PROGRAM

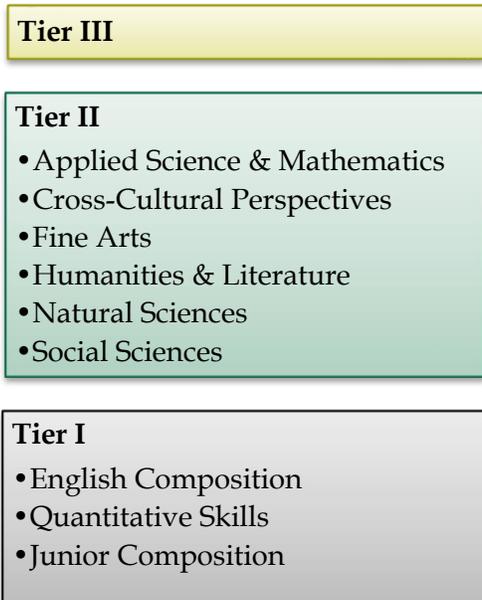
Ohio University is committed to the belief that students need certain intellectual skills in order to participate effectively in society. These have explicitly included the following:

- 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.

Figure 1: General Education



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.

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 Tier III. Combined, the 2019-20 Undergraduate Catalog lists approximately 680 courses with a general education designation.

1.3 OHIO 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.

Figure 2: OHIO Common Goals



2 REIMAGINING GENERAL EDUCATION

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. Following the directives of the May 2014 Faculty Senate Resolution, the Reimagining General Education Task Force is working towards reimagining, revising, and reforming OHIO’s general education program in order to meet the learning outcomes of OHIO’s General Education Common Goals.

2.1 GENERAL EDUCATION PRINCIPLES

The Reimagining General Education Task Force set forth five principles for OHIO’s Reimagined General Education. Table 1 provides a brief list of general education principles. Appendix A provides detailed descriptions and explanations.

Table 1: General Education Principles

<i>Principle</i>	<i>OHIO’s general education program should...</i>
<i>Learner Centric</i> <i>OHIO’s general education program should focus on student achievement of learning.</i>	<ul style="list-style-type: none"> ✓ Have a clear, meaningful statement of intent. ✓ Focus on the needs of learners. ✓ Articulate learning outcomes. ✓ Incorporate meaningful experiences. ✓ Integrate high-impact teaching & learning practices. ✓ Be easy-to-navigate.
<i>Faculty Driven</i> <i>OHIO’s general education learning opportunities are the responsibility of the faculty.</i>	<ul style="list-style-type: none"> ✓ Be designed by faculty. ✓ Provide faculty-delivered opportunities for student learning. ✓ Meaningfully assess student achievement of learning outcomes. ✓ Respect disciplinary expertise. ✓ Be supported for investing time and resources.
<i>Challenging</i> <i>OHIO’s general education should span a variety of disciplines to deliver knowledge and skill development needs.</i>	<ul style="list-style-type: none"> ✓ Provide multi-disciplinary learning opportunities. ✓ Be rigorous and engaging. ✓ Reflect OHIO’s Common Goals. ✓ Integrate learning across the institution including curricular, co-curricular, and community-based learning. ✓ Consider curricular parsimony.
<i>Inclusive</i> <i>OHIO’s general education should address the needs of all undergraduates.</i>	<ul style="list-style-type: none"> ✓ Allow for agency and self-direction. ✓ Offer equal access to all learners. ✓ Advance equitable learning outcomes across all student populations. ✓ Create an environment where differences in all its form are welcome and celebrated.
<i>Flexible</i> <i>OHIO’s general education should be able to evolve according to changes in the needs of learners, contexts, and circumstances.</i>	<ul style="list-style-type: none"> ✓ Be financially viable. ✓ Be meaningfully managed. ✓ Allow for continuous improvement. ✓ Address ODHE requirements and HLC accreditation criteria. ✓ Support curriculum and course innovation (i.e., evolutionary potential).

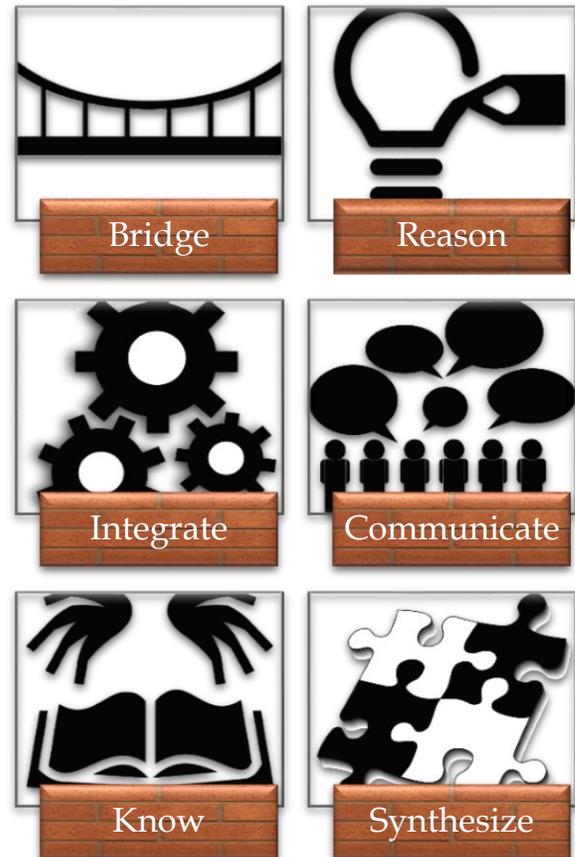
2.2 GENERAL EDUCATION PROGRAM STATEMENTS OF INTENT

The Reimagining General Education Task Force set forth six statements of intent for OHIO's Reimagined General Education (**Figure 3**).

The six statements are referred to as OHIO BRICKS.

- ❖ At OHIO, the general education curriculum enables students to build **bridges**, making connections between themselves and others through teamwork and experiential learning opportunities.
- ❖ Through participation in the general education curriculum, OHIO students learn to **reason** critically, ethically, and logically.
- ❖ Students will **integrate** learning across and within disciplines, co-curricular experiences, and community engagement activities.
- ❖ OHIO students learn to **communicate** effectively with others by developing their written and oral communication skills through focused coursework.
- ❖ 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.
- ❖ Through capstone experiences, students have the opportunity to **synthesize** the knowledge they have acquired over the course of their time at OHIO.

Figure 3: OHIO BRICKS



3 GENERAL EDUCATION MODELS

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)¹, 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%).

3.1 OHIO'S CURRENT GENERAL EDUCATION MODEL

In its earliest days, OHIO's entire curriculum was oriented around a core model where students were required to take 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.

Since 1979, OHIO's general education program has formed around Tier-based system that assumes an accumulation of certain skills and broad exposure to a variety of disciplinary perspectives. 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 such considerations.

3.2 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

¹ 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.*

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 requirements² 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 the 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."

² OHIO Board of Regents (2015, April). Guidelines & Procedures for Academic Program Review.

4 REIMAGINED GENERAL EDUCATION MODELS

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. Specifically, three models are offered for consideration.

4.1 OHIO BRICKS MODEL 1

The OHIO BRICKS Model 1 blends components of a distributed and integrated model with an emphasis on integration elements. The model includes seven high-impact educational practices: first-year experience, common intellectual experience, writing-intensive courses, collaborative assignments, diversity learning, experiential learning, and capstone courses.

4.1.1 Program Requirements

Model 1 includes 40 credit hours across five general education categories: gateways, directions, bridges, and pathways. (*Note: Components intended to address state general education requirements are noted with an asterisk (*).*)

Gateways (minimum = 9 credit hours)

Gateways provide 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 include:

- English Composition* (minimum = 3 credit hours)
- Advanced Writing^{3*} (minimum = 3 credit hours)
- Mathematics, Statistics, and Logic* (minimum = 3 credit hours)

Directions (minimum = 9 credit hours)

Directions provide a broad, basic understanding of the natural sciences, social sciences, technology, arts, and humanities. Courses may 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 include knowledge and methods of liberal arts education from a broad disciplinary lens. Requirements include:

- Thinking & Creating through Arts & Humanities* (minimum = 3 credit hours)
- Thinking & Creating through Natural Sciences* (minimum = 3 credit hours)
- Thinking & Creating through Social Sciences* (minimum = 3 credit hours)

Bridges (minimum = 9 credit hours)

Bridges focus on one or more common goals through a broad disciplinary lens. Courses should emphasize each student's capacity to develop knowledge and skills for lifelong learning. Learning

³ 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.

outcomes addressed in these requirements include ethical reasoning, critical thinking, intercultural knowledge & competence, oral communications, and teamwork. Requirements include:

- The OHIO Community (minimum = 1 credit hour)
- Speaking Together* (minimum = 2 credit hours)
- Culture & Difference* (minimum = 3 credit hours)
- Systems & Creative Thinking* (minimum = 3 credit hours)

Pathways (minimum = 10 credit hours)

The pathways requirement is 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 draw from all three knowledge domains to explore a specific historical or current local, national, or global challenge. Courses may be separate, multi-disciplinary, or interdisciplinary. Learning outcomes addressed in this requirement include critical thinking, integrative learning, and teamwork.

Capstone (minimum = 3 credit hours)

The capstone requirement is a capstone 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, reflections may be specific to major or a pathways requirement. Learning outcomes addressed in this requirement include critical thinking and integrative learning.

A sample four-year plan is provided in **Appendix B**.

4.1.2 Key Advantages and Limitations

As compared to OHIO's existing general education program, Model 1 is the most radically different.

The key advantages of Model 1 are as follows:

- 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

However, the key limitations of Model 1 are as follows:

- 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

4.2 OHIO BRICKS MODEL 2

The OHIO BRICKS Model 2 blends components of a distributed and integrated model with a relatively equal emphasis on both. The model includes six high-impact educational practices: first-year experience, writing-intensive courses, collaborative assignments, diversity learning, experiential learning, and capstone courses.

4.2.1 Program Requirements

Model 2 includes 40 credit hours across four general education categories: foundations, pillars, arches, and convergence. (*Note: Components intended to address state general education requirements are noted with an asterisk (*).*)

Foundations (minimum = 12 credit hours)

Foundations 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 include ethical reasoning, intercultural knowledge & competence, quantitative reasoning, teamwork, and written communications. Requirements include:

- English Composition* (minimum = 3 credit hours)
- Advanced Writing^{4*} (minimum = 3 credit hours)
- Mathematics, Statistics, and Logic* (minimum = 3 credit hours)
- Dialogues⁵ (minimum = 3 credit hours)
 - OHIO Transitions (minimum = 1 credit hour)
 - Diverse Peoples* (minimum = 1 credit hour)
 - Ethical Reasoning* (minimum = 1 credit hour)

Pillars (minimum = 12 credit hours)

Pillars provide a broad, basic understanding of the natural sciences, social sciences, technology, arts, and humanities. Courses should 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 include knowledge and methods from a broad disciplinary lens. Requirements include:

- Humanities & Literature* (minimum = 3 credit hours)
- The Arts* (minimum = 3 credit hours)
- Natural Sciences* (minimum = 3 credit hours)
- Social Sciences* (minimum = 3 credit hours)

Arches (minimum = 12 credit hours)

Arches allow students to focus on a single topic from different disciplinary perspectives. Arches are topic-based, 12-hour, multi-disciplinary general education certificates. Students will be required to

⁴ 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.

⁵ 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.

complete one certificate. Certificates include work drawn from all three knowledge domains (AHL, SS, and NS). Example topics include (but are not limited to): Creativity, Innovation & Change, Global Connections, Health & Wellness, Learning, Technology & Society Social Justice & Diversity, and Sustainability. Courses should be appropriate for general education and should be linked to students' broad educational goals. Learning outcomes addressed in this requirement are critical thinking, intercultural knowledge & competence, and teamwork.

Convergence (minimum = 4 credit hours)

Convergence courses offer opportunities for learners to integrate and apply learning through experience and reflections. Convergence courses may be specific to major or a component of a general education certificate. Learning outcomes addressed in this requirement include critical thinking and integrative learning. Requirements include:

- Capstone (minimum = 3 credit hours)
- Experiential learning (minimum = 1 credit hour)

A sample four-year plan is provided in **Appendix C**.

4.2.2 Key Advantages and Limitations

As compared to OHIO's existing general education program, Model 2 blends elements of the existing distribution model with features of an integration model.

The key advantages of Model 2 are as follows:

- 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 (e.g., introductory courses)
- 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

However, the key limitations of Model 2 are as follows:

- 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

4.3 OHIO BRICKS MODEL 3

The OHIO BRICKS Model 3 blends 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.

4.3.1 Program Requirements

Model 3 includes 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. (*Note: Components intended to address state general education requirements are noted with an asterisk (*).*)

Breadth of Knowledge (minimum = 36 credit hours)

Breadth of Knowledge courses provide a broad, basic understanding of the natural sciences, social sciences, technology, arts, and humanities. Courses should 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 include knowledge and methods from a broad disciplinary lens. Requirements include:

- English Composition* (minimum = 3 credit hours)
- Mathematics, Statistics, and Logic* (minimum = 3 credit hours)
- Arts & Humanities* (minimum = 6 credit hours)
- Natural Sciences* (minimum = 6 credit hours + 1 lab credit hour)
- Social Sciences* (minimum = 6 credit hours)

Common Goals (minimum = 24 credit hours)

Common goal courses 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 include:

- Critical Thinking (minimum = 3 credit hours)
- Ethical Reasoning (minimum = 3 credit hours)
- Intercultural Knowledge & Competence (minimum = 3 credit hours)
- Integrative Learning (minimum = 3 credit hours)
- Oral Communications (minimum = 3 credit hours)
- Quantitative Literacy (minimum = 3 credit hours)
- Teamwork (minimum = 3 credit hours)
- Written Communications (minimum = 3 credit hours)

Enrichments (minimum = 7 credit hours)

Enrichment courses 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 include:

- Transitions Learning Community (minimum = 1 credit hour)
- Experiential learning (minimum = 1 credit hour)
- Capstone (minimum = 3 credit hours)

A sample four-year plan is provided in **Appendix D**.

4.3.2 Key Advantages and Limitations

As compared to OHIO's existing general education program, Model 3 is the most similar with respect to the existing distribution requirements yet adds a significant number of credit hours.

The key advantages of Model 3 are as follows:

- 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)

However, the key limitations of Model 3 are as follows:

- 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

APPENDIX A: 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 form 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 B: MODEL 1 SAMPLE FOUR-YEAR PLAN

Note: Sample plan assumes a 72-hour major plus a 15-hour minor or certificate. Sample plan also assumes double-counting 7 hours of general education requirements as major coursework.

Year 1 (30 hours)

Requirement	Credit Hours
Gateways: English Composition	3
Gateways: Mathematics, Statistics, and Logic	3
Bridges: The OHIO Community	1
Bridges: Speaking Together	2
Bridges: Culture & Differences	3
Directions: Thinking & Creating through Arts & Humanities	3
Directions: Thinking & Creating through Social Sciences	3
Major coursework	12

Year 2 (30 hours)

Requirement	Credit Hours
Gateways: Advanced Writing (major course)	3
Directions: Thinking & Creating through Natural Sciences	3
Pathways: A&H	3
Bridges: Systems & Thinking	3
Major coursework	15
Minor or certificate coursework	3

Year 3 (30 hours)

Requirement	Credit Hours
Pathways: Social Sciences	3
Pathways: Natural Sciences	3
Pathways: Experiential Learning (major course)	1
Major coursework	17
Minor or certificate coursework	6

Year 4 (30 hours)

Requirement	Credit Hours
Capstone or Culminating Experience (major course)	3
Major coursework	21
Minor or certificate coursework	6

APPENDIX C: MODEL 2 SAMPLE FOUR-YEAR PLAN

Note: Sample plan assumes a 72-hour major plus a 15-hour minor or certificate. Sample plan also assumes double-counting 9 hours of general education requirements as major courses.

Year 1 (30 hours)

Requirement	Credit Hours
Foundations: English Composition	3
Foundations: Mathematics, Statistics, and Logic	3
Dialogues: Transitions	1
Dialogues: Diverse Peoples	1
Dialogues: Ethical Reasoning	1
Pillars: Humanities & Literature	3
Pillars: The Arts	3
Pillars: Social Sciences	3
Major coursework	12

Year 2 (30 hours)

Requirement	Credit Hours
Pillars: Natural Sciences	3
Arches: Social Sciences	3
Arches: Arts & Humanities	3
Major coursework	15
Minor or certificate coursework	3

Year 3 (30 hours)

Requirement	Credit Hours
Advanced Writing (major course-specific)	3
Arches: Natural Sciences	3
Arches (any)	3
Major coursework	18
Minor or certificate coursework	6

Year 4 (30 hours)

Requirement	Credit Hours
Convergence: Capstone or Culminating Experience (major-specific)	3
Convergence: Experiential Learning (major-specific)	3
Major coursework	18
Minor or certificate coursework	6

APPENDIX D: MODEL 3 SAMPLE FOUR-YEAR PLAN

Note: Sample plan assumes a 72-hour major plus a 15-hour minor or certificate. Sample plan also assumes double-counting 21 hours of general education requirements as major courses.

Year 1 (31 hours)

Requirement	Credit Hours
English Composition	3
Mathematics, Statistics, and Logic/Quantitative Literacy	3
Transitions Learning Community	1
Natural Sciences	3
Arts & Humanities	3
Intercultural Knowledge & Competence	3
Oral Communication	3
Major coursework	12

Year 2 (30 hours)

Requirement	Credit Hours
Ethical Reasoning (major course or Arts & Humanities)	3
Critical Thinking (major course)	3
Social Sciences	3
Arts & Humanities (or major course)	3
Natural Sciences	3
Other major coursework	12
Minor or certificate coursework	3

Year 3 (30 hours)

Requirement	Credit Hours
Advanced Writing (major course)	3
Social Sciences	3
Breadth, any (major course)	3
Teamwork (major course)	3
Other major coursework	12
Minor or certificate coursework	6

Year 4 (30 hours)

Requirement	Credit Hours
Breadth, any	3
Capstone or Culminating Experience (major course)	3
Experiential Learning (major course)	3
Other major coursework	12
Minor coursework	6

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

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