

Draft Revision to the General Education Requirements

October 2017

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General Education Review Coordinating Committee

Vice Provost W. Randy Smith

Following a recommendation by the University-level Advisory Committee (ULAC) on the General Education in October 2016, and its December 2016 adoption by the University Senate's Council on Academic Affairs (CAA), in January 2017 a **General Education Review Coordinating Committee** was established.

From February to May, it held approximately 30 listening sessions, across all campuses, that approximately 800 faculty, staff, and students attended. From May until October, it met regularly, reviewed GE structures and recent review processes at peer institutions, and developed a set of draft recommendations. From now, until late November, it will hold another set of sessions to receive input on its work to date.

Attached for your review and forthcoming discussion with the Committee's leadership are:

- A draft document outlining the goals and learning outcomes for a revised GE program. This is a revision of the document used when the current GE was developed.
- A draft proposed structure for a revised GE that has three main components currently labelled: Foundations, Themes, and Bookends.
- A draft document that describes the themes in more detail and one that elaborates on the bookends concept.

Following the interactions that will occur over the next few weeks, the Committee will reconvene to consider that input before submitting a final report at the end of the calendar year. Early in 2018, the University will follow established curricular review processes as they relate to the report.

DRAFT - GOALS AND LEARNING OUTCOMES FOR THE EDUCATED GLOBAL CITIZEN

(Last edited: October 24, 2017)

The Ohio State University's general education program enables students to acquire and develop a breadth of awareness, knowledge and skills that cross disciplinary boundaries and extend to areas outside specialized study programs.

General Education is designed to develop and refine certain qualities, abilities and characteristics that prepare its students to be engaged, resilient, and adaptable citizens and leaders for life; to develop an engagement with and ability to apply a range of important modes of human thought and inquiry; and to examine significant aspects of the human condition in local, state, national and global settings today, and in the foreseeable future.

GOAL 1: Successful students will demonstrate certain qualities, abilities and characteristics that prepare them to be engaged citizens and leaders for life.

EXPECTED LEARNING OUTCOMES: Successful students will, prior to graduation, be able to:

- compose texts for a wide range of purposes and audiences using a variety of genres and modalities;
- speak effectively for a wide range of purposes and audiences using a variety of genres and modalities;
- read and listen with comprehension;
- locate, identify, and use information from credible sources;
- engage in critical and logical thinking and critical analysis;
- devise informed and meaningful responses to problems and arguments based on the interpretation of appropriate evidence;
- optimize the use of technology to create effective and efficient practices to manage various aspects of professional life;
- make informed aesthetic judgments;
- formulate considered and reasoned ethical decisions;
- transfer learning to novel situations and applications, and
- work collaboratively with others to achieve shared goals.

GOAL 2: Successful students will engage with and apply a range of important modes of human thought and inquiry.

EXPECTED LEARNING OUTCOMES: Successful students will, prior to graduation, demonstrate the ability to analyze, value, and explain

- the nature and methods of modern mathematical, scientific and social scientific knowledge;
- the development and application of a refined historical, artistic and literary consciousness;
- the need for integration across disparate disciplines when considering societally important topics; and
- the importance of research, inquiry, creativity and discovery.

GOAL 3: Successful students will be educated global citizens who can examine significant aspects of the human condition in local, state, national and global settings today, and in the foreseeable future.

EXPECTED LEARNING OUTCOMES: Successful students will, prior to graduation, be able to

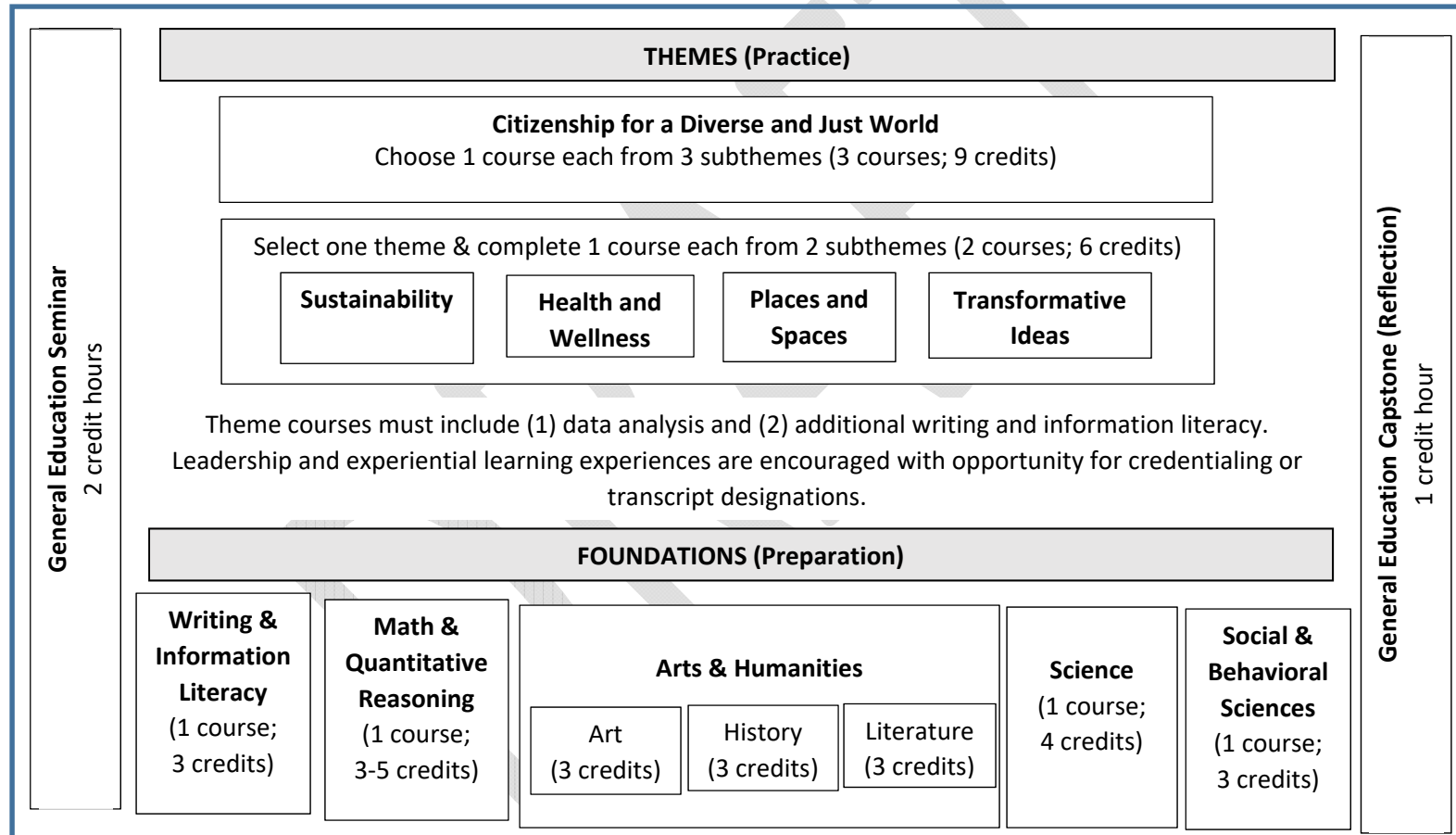
- describe and analyze U.S. institutions, the cultural traditions that have formed and informed the nation, and the pluralistic nature of U.S. society;
- describe and analyze local and state institutions and the cultural traditions that have formed and informed these institutions, especially in Ohio;
- engage other nations, cultures and issues of global interdependence;
- explicitly examine and value various expressions and implications of diversity, both within and beyond U.S. society;
- describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world;
- describe and apply skills needed to maintain resiliency and personal well-being in contemporary society;
- plan for professional and career development; and
- participate in a culture of engagement and service.

DRAFT ONLY – General Education Program Structure – DRAFT ONLY

Last edited Oct 24, 2017

Successful students will:

- demonstrate certain qualities, abilities and characteristics that prepare them to be engaged citizens and leaders for life
- engage with and apply a range of important modes of human thought and inquiry
- be educated global citizens who can examine significant aspects of the human condition in local, state, national and global settings today, and in the foreseeable future.



Survey course (1 credit hour) and General Education Seminar (2 credit hours) will be coordinated to support a successful first semester

DRAFT -- Theme Descriptions – DRAFT

(Last edited Oct 24, 2017)

Citizenship for a Diverse and Just World	
<p><i>Disciplina in Civitatem</i> (“Education for Citizenship”) is the motto of The Ohio State University. Education for citizenship is essential in cultivating critical human resources for the present and the future. This theme will examine the individual’s role in a diverse society, and how individuals operate in the world focusing on issues of the locality and the state, as well as of the nation and the global world. Courses in this theme will advance understanding of participatory democracy, ethics, gender in society, race/ethnicity, historical perspectives on citizenship, the function of individuals and social groups within their environments, disciplinary perspectives on globalization, technologies enabling globalization, and the broad effects of globalization on historical and current immigration, world religions, global cultures, and manufacturing.</p>	
<p style="text-align: center;">Sustainability</p> <p>Complex interactions among humans and the environment characterize the most pressing challenges facing the world today. Climate change, natural hazards, water access and quality, natural resource use and degradation, and other environmental problems are inextricably linked to human health, well-being and decision-making, and cannot be understood or addressed in isolation. This theme will examine how human and natural systems interact, how human well-being depends on these interactions, motivation to engage in potential solutions, and stewardship of resources. Courses in this theme will explore climate change, natural hazards, environmental sciences, consumption and management of energy and other natural resources, clean or alternative energy, modern sustainable technologies, and sustainable or eco-friendly products and designs.</p>	<p style="text-align: center;">Transformative Ideas</p> <p>Human society is the culmination of history, innovation, and emotional and intellectual maturation that shape our worldview and view of own capacity. This theme will examine ideological or technological innovations that have led to major and long-lasting societal changes, including the context leading to those innovations, how they developed and spread, and the impact on society. Courses in this theme will explore social movements; development of religious, artistic, economic, or political ideologies; major scientific breakthroughs (e.g. scientific method) and theories (e.g., evolution, quantum physics); and modern technological innovations such as computers, internet, and transportation.</p>
<p style="text-align: center;">Health and Wellness</p> <p>Health is one of our most valuable resources; wellness is an active, ongoing process of becoming aware of and taking steps toward a healthier, happier, more successful life. This theme will examine health and wellness from a variety of perspectives inclusive of disease prevention, community health, and health systems and will incorporate exploration of health systems and organizations as well as a focus on the physical, mental, career, and financial aspects of personal health and wellness. Courses in this theme will explore healthcare systems, history of medicine, psychological and sociological aspects of mental health, financial literacy, nutrition, scientific literacy with respect to health and wellness, and current public policy or technological advances related to medicine and healthcare.</p>	<p style="text-align: center;">Space and Place</p> <p>The spaces and places in which activities occur define the lived human experience. People form attachments to and are formed by home, neighborhood, state and nation, and these attachments are affected by place in time. This theme will examine issues related to humans and their lived environments through both objective and subjective lenses. Courses in this theme will explore topics ranging from the cultural and aesthetic space that individuals occupy to the relationship between humans and their natural environment. This theme will enable students to engage with the wider community on these topics through community-based experiences and service learning opportunities.</p>

DRAFT – General Education Program Structure – DRAFT
(Last edited Oct 24, 2017)

Themes and Subthemes

Theme: Citizenship for a Diverse and Just World

- Citizenship of the locality and state
- Citizenship of the nation
- Citizenship of the world

Theme: Sustainability

- Resilience
- Sustainable development
- Human-environmental systems

Theme: Transformative Ideas

- Artistic innovations
- Ideological innovations
- Social innovations
- Technological innovations

Theme: Health and Wellness

- The evolution of health care
- Science for health
- Social aspects of health
- Dimensions of wellness

Theme: Places and Spaces

- Representation of places and spaces
- Discourses of places and spaces
- Intersections of places and spaces
- Mobility in places and spaces

GE Bookends (Last Edited 10/24/2017)

Buckeye 101 [Survey Course] (1 Credit)				
Taught by advisors and connected to the major (or Exploration)	Work to create consistent learning objectives and content for all survey course sections	Introduces students to the University and the major (or exploration of various majors) and provides strategies and resources for a successful transition to the University	Enhances the student-advisor relationship, offers an opportunity for socialization among peers, creates a shared sense of purpose, and provides an introduction to the GE structure.	Content to include University resources, study skills, time management, wellness, self-care... Introduce students to iPads with assignment type suggestions to use specific skills.

GE Seminar (2 Credits)					
Taught by faculty or full time senior associated faculty: expose students to our best faculty instructors at the onset of their educational career.	Create consistent learning objectives for GE Seminar. Course topics will vary; units teach related to a contemporary topic, issue, idea, or problem in their area of expertise. Connect the content to at least 2 learning outcomes for the educated global citizen. Multidisciplinary perspective when possible.	Facilitates first-year students' transition from high school learning to the intellectual culture of college (or transfer students' transition to the culture of OSU)	Interdisciplinary enrollment and approach: students choose any GE Seminar of interest; seminars vary in topics to assist students in exploring careers/majors; provides majors with an opportunity to recruit/attract students. Some small format, some large format. Possibly 1 hour/week "seat time" and 1 hour/week virtual	Seminars explain the GE structure. All have a component that stresses the value of the liberal arts education the GE, the attributes of an educated citizen; the value of an education at OSU (a large, urban, research-focused university) Introduce the use of the E-portfolio/reflective process.	Skills relate directly to the set of consistent GE learning outcomes and include critical thinking, information literacy (instruction in basic research and information-evaluation skills); collaboration and teamwork; reflection on learned skill set and how these skills enhance preparation for any major/career path. Integrated use of iPad throughout the seminar with assignment type suggestions to use introduced skills.

Capstone/GE Wrap-Up Course (1 credit)			
Student reflection of learning across the GE. May include connections to major.	E-portfolio format; pass/fail; appoint a faculty lead, graded by GAs?	Content: artifacts from various GE and major courses that highlight student learning and accomplishments; evidence that student has developed attributes of the educated global citizen; reflection on other coursework; digital resume	Submitted once X% of GE requirements are complete?

Resource for GE Seminar Ideas UT Austin Core Curriculum Signature Courses <https://ugs.utexas.edu/sig/courses>