**Draft Call for New GE “Open” Themes**

**Goals and Learning Outcomes for the Educated Global Citizen.** 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 an 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.

**The GE program is designed around themes.** Over the course of the new GE design process, four themes emerged each informed to meet a broad set of learning objectives for OSU students. The existing GEs are broad, interdisciplinary, respond to questions and concerns reflecting the 21st century context informing it from historical, present and futuristic approaches.

Citizenship for Just and Diverse World

All students will complete the “Citizenship” theme – consisting of the foundation course on Racial, Ethnic and Gender Diversity, plus 2 additional courses. “Education for Citizenship” is the University’s motto, and the new mission statement indicates that the University is dedicated to “preparing a diverse student body to be leaders and engaged citizens.”

Sustainability

Students understand how human and natural systems interact, how human well-being depends on these interactions, gain motivation to engage in potential solutions, and stewardship of resources.

Health and Wellbeing

Students understand health and wellbeing from a variety of perspectives inclusive of causes of disease, disease prevention, optimum wellness, community health, and health systems. Students can discern health systems and organizations and understand the physical, mental, cultural, social, career and financial aspects of personal health and wellbeing.

Lived Environments (Previously called “Places & Spaces”)

Students understand issues related to humans and their lived environments through both objective and subjective lenses inclusive of physical, biological, cultural and aesthetic space that individuals occupy, and the relationship between humans and their environments

**Call for New Themes**

While these themes all address broad ideas, these themes are not representative of all ways of enlisting thought on substantial questions, ideas, and concepts that do and should shape and prepare students to thrive as citizens educated for a just and diverse world. Therefore, during the GE implementation process, we are soliciting faculty to submit additional themes that are sufficiently different from those listed above and reflect the broad engagements with the 21st c. context. Further, proposed New Themes must meet the following criteria:

We seek proposals of new themes that:

* Respond to big questions and reflect relevance to 21st century contexts inclusive of historical, present and futuristic approaches.
* Address questions from multiple disciplinary locations and are broadly engaging
* Reflect significant difference from the existing themes

We anticipate issuing Calls for New GE Themes on a regular basis following this initial proposal call.

For this first call, we will begin accepting submissions December 9th –January 10th. Proposals will be reviewed in a two-step process. Proposals that advance to the second stage will be required to submit additional materials as outlined below.

**Proposals Must Include:**

Title and theme statement: Title for the Theme as well as a 1-2 sentence abstract.

Overview Narrative: Discuss the goals and purpose of the proposed theme, how it contributes to the values stated above and how it sufficiently differs from the existing themes. Proposals must address how the new theme reflects the GE’s ELOs, Theme ELOs and include at minimum one preliminary specialized ELO related specifically to the new theme. (2-3 pages)

Curricular participation: Identify a minimum of 5 courses that will be included in the theme, stemming from a minimum of three departments or other academic programs. Proposals that advance beyond the initial stage will need to identify a minimum of 20 available courses. Courses at the 2000 level or above are available for inclusion in the themes.

Endorsements: Proposals require the endorsement from at least three participating departments or academic programs signifying that they are committed to offering the courses on a regular basis.

Strong preference will be given to proposed themes that include a breadth of disciplines and maximize participation by including involvement from multiple departments, academic programs and/or colleges.

Similarly, preference will be given to proposed themes that are accessible to achieve by students on the regional campuses.

**First Round Submissions:** Initial proposals can be submitted by any individual faculty member, group of faculty, department, academic program or college within the university and must address all of the above elements. Proposals that go forward to the second round will need to obtain more formal endorsements from participating departments or academic programs, more formal goals and ELOs, and additional courses.

Proposals submissions for the first round will be accepted via the OAA GE website beginning December 9th

**Review Process:** Proposals for the first call for New Themes will be reviewed by a committee of faculty from each of the 12 colleges; including faculty from the regional campuses; undergraduate and graduate student representatives.

**Information Sessions:** We will host Information Sessions to discuss the Call for New Theme Proposals (December 9-13th). We invite faculty interested in submitting proposals to attend one of these two sessions, which will also offer an opportunity to network with other faculty to build robust proposals.

We will also host one Information Sharing Session for undergraduate and undergraduate students to discuss New Theme ideas, which will be forwarded to the appropriate departments for faculty consideration, input, and potential sponsorship.

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| **Themes: General** | | |  |
| **Goals** | **Expected Learning Outcomes** | |  |
| **GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.** | **Successful students are able to …**  **1.1** Engage in critical and logical thinking about the topic or idea of the theme. | | **A goal and several ELOs regarding the content/issue/ defining problems of the theme are to be developed ASAP.** |
| **1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. | |  |
| **GOAL 2: Successful students will engage the theme and apply methods from multiple disciplinary perspectives and/or modes of human thought and inquiry, either across two 3-credit courses or within one 4-credit team-taught, interdisciplinary course or one bi-modal course.** | **Multiple course version** | **2.1a** Identify and apply those modes of thought and inquiry that are distinct to the disciplinary perspective of the course to examine the theme. | *n.b. The two-class structure will require students enroll in two, 3 credit theme focused courses in two separate disciplines. It is suggested that labeling and advising assist students to choose complementary classes and that instructors design at least one assignment that demonstrates the cross-disciplinary nature of the thematic issues* |
| **One course version** | **2.1b** Identify, apply, and synthesize at least two important, disciplinary perspectives or modes of inquiry to examine the theme. | *n.b. The one-class structure will require students enroll in one, 4 credit theme focused course that is either intentionally interdisciplinary and team-taught by faculty members from two different disciplines or is bi-modal and includes both classroom instruction and one of the following additional modes of learning: community-based learning, study away, or is taught in a world language other than English.* |
| **GOAL 3: Successful students will demonstrate their understanding of the integrative nature of their thematic coursework.** | **Multiple course version** | **3.1a** Explicitly identify and apply this mode of disciplinary thought to the theme, exploring some ways in which that analysis is similar to and different from other modes of thought. | *n.b. as above. It is suggested that labeling and advising assist students to choose complementary classes and that instructors design at least one assignment that demonstrates the cross-disciplinary nature of the thematic issues* |
| **One course version** | **3.1b** Explicitly identify and apply at least two disciplinary perspectives or structural modes of thought to the theme, exploring some ways in which these modes are similar to and different from each. | *n.b. this includes explicitly synthesizing across and between the disciplines that each instructor brings to the team-taught, interdisciplinary course, and/or connecting the learning done in the community or away site, and/or engaging in unpacking how learning this content in another language informs their perspective.* |

Note: The term High Impact Practices (used in the original GE proposal) refers to much broader set of learning designs and pedagogies and these are not limited to general education. Therefore, these specific types of thematic courses are designated bi-modal, to describe their structural difference.