

GE Implementation Committee, The Ohio State University  
Recommendations from the Policies and Procedures Subcommittee

## Executive Summary:

The Policies and Procedures Subcommittee of the GE Implementation Committee was charged with making recommendations regarding a range of core implementation issues related to the new university-wide GE. Asked to imagine and design a sound implementation timeline and related plan, the subcommittee began by proposing the mechanisms for the new GE oversight and curricular approval processes vis-à-vis ULAC-GE, ASCC and CAA.

Once these administrative mechanisms were outlined, the subcommittee was able to plan for the best implementation timeline that could be facilitated through the proposed governance structure while taking into consideration other significant factors such as: registrar deadlines, curricular PR timelines, advising needs, coordination with regional campuses and allied programs and, most importantly, the time that departments will need to imagine and create significant curricular contributions to this new GE. The Policies and Procedures Subcommittee was able to establish a statement of **Guiding Values and Rationale for the New GE** that was used as a touchstone by the committee. Also, whenever possible, the work of this committee was grounded in actual examples. For instance, we have included a case study from the College of Nursing that provides a test of our recommendations against college practices and operational realities.

**After careful planning and consideration, it is the recommendation of the Policies and Procedures Subcommittee that the new GE launch in the Autumn Semester of 2022.** The committee recognizes that this ambitious launch date will require a robust effort of course proposals, review and approval to commence in the summer of 2020. This will be facilitated by a newly proposed process for expediting the curricular approval process for the new GE. This approval process, as outlined in detail within the body of this report, will allow individual departments and colleges to focus on creating newly proposed courses and curriculum for the GE Themes, Foundation and Bookend categories.

**This report also establishes recommendations regarding the following aspects of the GE Implementation:**

- The Future Charge and Structure for the ULAC-GE and Its Related Subcommittees
- Course Approval Process and Requirements for the new GE
- Guidelines for the Curricular Approval Process and Expanded Panels in ASCC
- ULAC-GE Administration of the GE Themes (including the proposal & assessment of GE Themes)
- Proposal for Expediting the Curricular Approval Process
- Suggested Carmen Course and Syllabus Requirements for the New GE
- GE Affordable Content Course Requirements and Best Practices
- Advising Strategies for Transition Plans

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## **I. Implementation Timeline (overview and process):**

When the Policies and Procedures Subcommittee began to imagine and design a sound implementation timeline and related plan, it was after carefully proposing the mechanisms for the new GE oversight and curricular approval processes that are outlined later in this document as they relate to ULAC-GE, ASCC and CAA. On November 4, 2019, the committee met and outlined an initial plan that led to the conclusion that the new GE should launch in Summer-Autumn 2023. We presented this report to the Support Team (steering committee) for the GE Implementation Committee and solicited their feedback. They suggested that we look for ways to condense our implementation plan to come into closer alignment with the Autumn 2021 GE launch that has been proposed by university leadership. The Policies and Procedures Subcommittee convened another meeting on November 13, 2019 and was able to amend the timeline towards a launch in Summer-Autumn 2022 (III, pg. 6). This new timeline was then accompanied by a case study from the College of Nursing (IV, pg.8) that allowed for a practical view of the necessary planning that would coincide with the proposed 2022 implementation plan. These documents were presented to the entire GE Implementation Committee on Tuesday, November 19, 2019 and were met with clear support from the majority of the committee members.

The Policies and Procedures Subcommittee recognizes that this 2022 launch proposal is possible but also rather ambitious, as it will require an unprecedented level of planning and cooperation within and between academic units and participating colleges. During this process, the subcommittee decided to create the values and rationale statement (see below) that served as our touchstone when we designed the initial GE Implementation Timeline. We have tried our best to adhere to these values when we reconfigured our planning towards the Autumn 2022 launch of the new GE.

## **II. Guiding Values and Rationale for the New GE:**

- The Policies and Procedures Subcommittee believes that a GE Implementation process that is not rushed will benefit all stakeholders.
- The GE implementation process should be paced to ensure the educational integrity of this new GE program.
- This new GE needs to be woven into our programs and not just “added on” to our current curriculum.
- The Policies and Procedures Subcommittee planned the implementation timeline based on the consensus that the new GE should only be launched in an Autumn Semester.
- This timeline follows the call from the Office of Student Academic Success that faculty, staff and administrators, “First do what’s right for our students, then make it work for OSU.”

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- A primary goal is to ensure a high-quality educational experience. Therefore, no students should be harmed by this new general education program or their progress towards degree delayed. Recruiting should not be negatively impacted in our rush to implement this new GE curriculum.
- Academic advisors must be given enough time to create best practices around this transition from the current GE to the new GE.
- Academic units, programs and faculty need enough time to develop appropriate coursework and flesh out approved courses.
- Academic units and programs need the appropriate time to have courses and program changes approved. This includes the possibility that some programs may need to gain new approval from outside governing bodies such as ODHE or design their programs to fit the programmatic requirements of accrediting bodies.
- Ample time must be allowed for the regional campuses and Wooster to be involved in the reimagining and curricular proposal and restructuring of this new GE program.
- Ohio State is a partner with local secondary schools and institutions of higher education (examples: Metro High School and Columbus State Community College Pathways program), and has an obligation to provide advanced notifications for students planning to transfer and/or taking AP and CCP coursework. One year's advanced notice is considered the minimum acceptable notice, and a 2022 implementation timeframe allows for sufficient notice to feeder schools and partners. It is imperative that we provide enough time for our partners to plan for and adjust to this new GE program.
- The university must take care to help transfer students as they prepare to transition from our partnering institutions to The Ohio State University.
- The 2022 implementation timeline has been designed to value the human resources of staff and faculty members, on all of campuses, who will be working collaboratively to usher in this new GE Curriculum.

### **III. Autumn 2022 Launch Timeline Summary:**

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### AU 2022 Launch - Timeline



## AU 2022 Launch - Timeline

	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022
<b>Department and College Planning and Approval</b>									
Develop staffing plans for GE courses									
Individual unit enrollment planning (resources, space, teaching load)									
College assessment of enrollment impacts and budget									
Review and revision of programs (majors, minors, certificates)									
College level approval of program revisions									
CAA level approval of program revisions									
ODEE level approval of program revisions (>50% changes)									
OAA develop staffing plans for Bookend Courses									
<b>University Enrollment Planning and GE Monitoring</b>									
University checkpoint for planning to ensure supply availability for courses									
ULAC checkpoint to ensure course availability across GE and campuses									
<b>Advising</b>									
Rewrite and publish degree audits, 4 year plans, curriculum sheets									
Develop advising tools for high schools (recruitment, AP and CCP)									
Develop personalized advising strategy for students in the transition									
Incorporate new GE information into existing survey courses & orientation									

#### IV. Case Example for Nursing Undergraduate Programs

##### Undergraduate Program Descriptions at College of Nursing (CON)

	<b>BSN</b> - Bachelor of Science in Nursing	<b>RN to BSN</b> – Bachelor of Science in Nursing completion after ADN program (RN licensure) (2+2)	<b>HWIH</b> – Health and Wellness in Innovation in Healthcare
<b>Students</b>	traditional students	non-traditional students, out of state students	traditional students
<b>Entry point</b>	Sophomore entry after completion of 30 CH (CC+ students may enter as freshmen)	Junior level entry after community college credits	Sophomore entry after completion of 30 CH (CC+ students may enter as freshmen) Direct entry option
<b>Other</b>	Pre-requisites and core nursing courses integrated as part of GE	Transfer classes from recent to up to 20-30 years ago.	Non-nursing degree with several concurrence letters

##### Timeline for New GE Nursing Case Example

	<b>University</b>	<b>BSN / HWIH / RN to BSN / Themes</b>	<b>College of Nursing</b>
<b>February-April 2020</b>	Unit preparation (4 sub-groups)	Faculty working groups (4)	Budget and resource allocation discussion to include plan for workplan and timeline
<b>April 2020</b>	University approvals: Implementation plan ASC Senate and College of Business	Faculty working groups respond to university approvals	Workplan and timeline implemented
<b>Summer-Autumn 2020</b>	Curriculum re-design	<b>Faculty working groups (4):</b> <b>BSN</b> – independent work and collaboration with other subgroups <b>RN to BSN</b> – independent work to include collaboration with BSN group and 7 ADN partners for revisions of 21 curriculum plans	Unit budget resource allocation for 4 summer workgroups



		<b>HWIH</b> – review curricular change and how concurrence agreements will correlate to this change <b>Themes</b> – review of possibilities for themes	
<b>August 2020</b>	*see timeline for processes that need establish to prepare for unit submissions		All faculty workgroups present proposals to UGS
<b>September 2020</b>	Curricular templates reorganized	Workgroups continue to make revisions based on feedback	UGS presents curriculum update at faculty forum
<b>October 2020</b>		Workgroups continue to make revisions based on feedback	Full faculty vote
<b>November 2020</b>		All approvals completed for curriculum updates and sent to CAA	CON proposal sent to CAA
<b>December 2020</b>	Submit to university	All plans sent to university for approval to include any thematic courses	CON proposal approved by CAA
<b>Spring – summer 2021</b>	Advertising / marketing / website / recruitment	All website updates and marketing materials developed and launched for recruitment activities  Heavy recruitment from March – summer  Transition plans developed for students (sub-working group)*	All updates made to website and communication by <b>February 2021</b>  Recruitment March – summer 2021 *Resource allocation
<b>Autumn 2021</b>	New applicants (high school seniors) apply by 11/1 for freshman entry	Current OSU students (freshmen) apply to CON beginning 10/1 through January 15 2022.	All communication must be out prior to a student applying for the autumn 2022 CON entry (10/1/20)
<b>Spring 2022</b>	University tracking of current GE for transition students (2021-2026)	New courses developed for themes if needed for nursing; survey course developed based on bookend schematic	New students admitted to CON for autumn 2022

**V: The Future of the ULAC-GE:**

It is the recommendation of the Policies and Procedures Subcommittee that the University Level Advisory Committee for General Education (ULAC-GE) should continue to oversee the university-wide GE as a subcommittee of the Council on Academic Affairs (CAA) and maintain a strong collaborative relationship with the Arts and Sciences Curriculum Committee (ASCC) in regards to curricular approval processes and GE assessment. This recommendation acknowledges the importance for the new GE to be evaluated in a manner that functions at the university level and is not housed in one college. It also maintains the reporting line of ULAC-GE to CAA, as it is overseeing the curriculum for the entire university.

The Policies and Procedures Subcommittee seeks to ensure the spirit of this new university-wide GE by maintaining the ability for our students to have greater open credit hour opportunities to pursue minors, double majors or certificate programs. Therefore, within its curricular oversight role, CAA will serve an important function to ensure that academic units uphold the spirit of the new GE with regard to allowing students to make full use of their elective credits. This includes ensuring that major programs do not dictate the use of a significant number of credit hours outside of the major or expand major requirements to the detriment of free electives. This practice will give students the freedom to pursue this unique aspect of their education that is tailored to their broader intellectual interests.

In order to carefully oversee the health and wellbeing of the new university-wide GE, it is suggested that ULAC-GE become more robust in its membership and charge as we embark on this new GE initiative. Therefore, it is proposed that ULAC-GE should have the following charge:

**The Committee will:**

- provide an annual report and recommendations to the Council on the status of the General Education program: analyze and summarize annual trends in GE offerings and enrollments; review actions taken on GE course submission/approval; study the use of exceptions and substitutions for GE; identify and monitor advising issues related to GE; and monitor the health, effectiveness and enrollment of the GE Themes.
- advise the CAA on proposals to revise the General Education program: monitor the national dialogue/literature on general education; review specific college proposals to revise GE; and assess the efficacy of curricular and GE learning goals and expected outcomes on student learning, and identify whether and how they need to be changed.
- undertake special reviews and projects related to the GE program and outcomes as warranted, and share information with related committees, including but not limited to: ASCC, CAA, APAC, etc. work with the Associate Dean of Undergraduate Education to monitor the goals and assessment of the GE Bookends.

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○ **Guidelines for the ULAC-GE:**

- Every college with undergraduate programs should have the option of including a representative or they may opt-out rather than participate on a rotating basis (TBD).
- There should be one member of the committee who represents the 4 regional campuses.
- The College of Arts and Sciences should have a strong representation.
- Proposed regular membership is outlined below but ULAC-GE may decide to have non-voting staff and administrators join them for discussions or serve on subcommittees.
- There should be a preference for non-administrative faculty to serve on this committee.
- ULAC-GE would not have representation from Graduate School or professional colleges (that don't have UG programs) but they may be engaged on the subcommittees.
- There should always be a representative from OSU Advising.

○ **Recommended Makeup of ULAC-GE:**

- Associate Dean of Undergraduate Education will serve as chair and voting member
- 11 faculty members from non-ASC colleges (1 each)
- 1 faculty member from a regional campus
- 6 faculty from Arts and Sciences
- 2 undergraduate students (not from the same college at the time of their appointment)
- 1 representative from OSU Advising

○ **Further Recommendations Regarding ULAC-GE:**

1. ULAC-GE should have subcommittees made up of ULAC-GE members and others as necessary.
2. Suggested subcommittees:
  - Subcommittee on GE Themes
  - Subcommittee on Assessment of and within the GE
  - Subcommittee on Transition
  - Subcommittee on Bookends
  - Subcommittee on Foundations
  - Subcommittee on Embedded Literacies (advanced writing, data analysis and technology)
3. ULAC-GE will have the authority to actively adjust the subcommittees as needed.
4. Office of Academic Enrichment and their faculty advisory committee will monitor GE engagement in high impact activities and report at least annually to ULAC-GE (in lieu of a subcommittee).
5. In lieu of a subcommittee, the Council on Distance Education, Libraries and Information Technology (DELIT) will monitor the use and integration of technology into the GE and report at least annually to ULAC-GE.

**VI. Proposed Charges of the ULAC-GE Subcommittees:**

Again, it is our recommendation that ULAC-GE should have the power to add, remove or alter its subcommittees as the revised GE is implemented and maintained over time. This will allow

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ULAC-GE to best react to the changing needs of the revised GE as new implementation or maintenance issues arise.

○ **Subcommittee on GE Themes:**

1. Assess the 'health' of each theme by:

- monitoring the number of courses to ensure that each theme is thriving and right sized.
- monitoring enrollment distribution across all themes.
- ensuring that courses are being offered sufficiently and consistently.
- ensuring that sufficient numbers of high-impact courses are offered in each theme.
- regular reviewing the learning outcomes for each theme to ensure that they are meeting the GE program goals.

2. Administer the process for *new* GE themes call for proposals by:

- issuing university-wide calls for new GE themes according to the proposed process outlined (page 16).
- establishing the calendar for new theme proposals.
- helping to create a social structure that allows units to see themselves as potential collaborators within existing themes.
- facilitating a support structure that encourages interdisciplinary development and cooperation across colleges on the submission of new theme proposals.
- calling for new themes and vetting proposals for full ULAC-GE committee review.
- submitting theme proposals to the entire ULAC-GE committee for its recommendation to the CAA for a vote.

3. Make recommendations to the ULAC-GE committee regarding the possible 'sunsetting' of GE themes the ULAC-GE will forward any agreed upon motions to the CAA for a vote.

○ **Subcommittee on Assessment of and within the GE:**

Process data and reports on the following three levels of assessment:

1. Course assessment: Receive reports from ASCC on course assessments within the GE
2. Program assessment will continue to be the work of the ASCC Assessment Panel.
3. Institutional Goals assessment: Receive reports and review data about the impacts of the new GE program, including:
  - student enrollment patterns (double majors, minors, certificates).
  - if the new GE successfully moves away from the previous distribution model.
  - the availability of open electives within different majors.
  - data from the GE Bookends to ensure that students are able to navigate the GE in the spirit that it was intended.
  - inter-college mobility (i.e., are students able to change colleges more easily than they can under the current GE and still graduate on time?).

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- transfer credit patterns, including College Credit Plus and non-OSU institutions.

○ **Subcommittee on Transition\*:**

This subcommittee will monitor:

1. enrollment and the impact of the new GE implementation process on students.
2. and address issues that arise for faculty and staff
3. the advising initiative to keep students informed about the changing landscape of the GE program.
4. the impact of the new GE on each Regional Campus.
5. monitor the ability of students to navigate across majors as it relates to the GE curriculum.
6. monitor any unexpected consequences of the new university-wide GE.

\*It is our recommendation that this ULAC-GE Subcommittee on Transition be dissolved after four years from the official launch of the new GE.

○ **Subcommittee on Bookends:**

1. Make decisions on teaching assignments. The key will be projecting assignments 2-3 years ahead. Depending on the incentive structure, some instructors may want multi-year commitments, while others may want to jump in and out.
2. Monitor data regarding:
  - student engagement in and completion of the portfolio requirement.
  - assessment of teaching for the faculty, staff, and graduate students involved in delivering the Bookends.
  - curricular overlap between Survey courses and the first GE Bookend.

○ **Subcommittee on Foundations:**

The Subcommittee on Foundations will assess the 'health' of the Foundations level by monitoring:

- if there are enough courses to meet student demand.
- if courses are being offered sufficiently and consistently.
- that no undue burdens fall on the Regional Campuses in this new GE model.

○ **Subcommittee on Embedded Literacies** (advanced writing, data analysis and technology):

1. Assess the 'health' of the Embedded Literacies (advanced writing, data analysis and technology) aspects of the new GE by monitoring:

- if there are enough courses within the various embedded literacies categories to meet student demand.
- if courses with embedded literacies are being offered sufficiently and consistently.
- how and when courses with embedded literacies are being monitored for effective delivery, teaching and assessment.

○ **Bookend Courses: Oversight and Approval**

1. The approving body for the bookend courses should be ULAC-GE, specifically, the Subcommittee on Bookends.
2. Rationale:
  - This will assist in preventing them from becoming discipline specific.
  - That group would also be charged with the review of ELOs and the assessment of whether the Bookend Courses were meeting the given ELOs.
  - Bookend Courses will be listed under the Office of Academic Affairs or a similar central - unit listings rather than being college or academic department specific.

**VII. Course approval for GE – Foundation Courses:**

- Foundation courses would follow the same path as currently exists. Within the ASCC, disciplinary panels review courses for consideration in the GE.
- Panels would continue to have representation from other colleges in keeping with current practices.
- For the College of Arts and Sciences, review would be considering both the college curricular review of a course as well as consideration for the GE foundation (status quo to current model).
- For non-Arts and Sciences colleges, a course would first be approved through the appropriate college's curricular process, then flow to the appropriate Arts and Sciences Curriculum Committee panel for consideration of inclusion in the GE foundations (status quo to current model).

**VIII. Course approval for GE – Theme Courses:**

**PLEASE NOTE: The following course approval process outlines a proposed structure and protocol for the management, vetting and assessment of Themes in the years after the launch of the new GE. The Open Themes Subcommittee of the GE Implementation Committee is making recommendations on open Themes prior to the launch of the New GE.**

- Within ASCC a new panel would be created to review courses for inclusion in one or more of the GE themes.
- There will be a single panel to review courses for all themes based on the defined ELOs for each theme.
- The panel may choose to work as smaller subgroups or work as a whole with the discretion left to the panel chair in consultation with the ASCC faculty Chair.
- If a course is being considered for inclusion in one of the themes, the course will first go through the approval process for the appropriate college.
- Once approved, it will then move to the Themes Panel for consideration in one of the GE Themes (this includes courses within the College of Arts and Sciences).
- A course would first be approved in the appropriate panel based on the content area.

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- Upon approval, it would then be considered by the Themes Panel for inclusion in one of the themes.
- **The suggested makeup of the GE Themes Panel in ASCC:**
  - Chair (ASC faculty member appointed by ASC Dean in consultation with ULAC-GE committee on Themes)
  - 1 Regional campus faculty member
  - 3 Arts and Sciences faculty members
  - 1 Fisher College of Business faculty member
  - 1 Engineering faculty member
  - 1 Food, Agricultural, and Environmental Sciences faculty member
  - 1 Education and Human Ecology faculty member
  - 1 John Glenn College of Public Affairs faculty member
  - 1 Social Work faculty member
  - 1 faculty member from the health sciences colleges
  - 1 representative from OSU Advising

**IX. Additional Recommendations for ASCC:**

- We anticipate that the committee will work year-round for the year leading up to the launch of the new GE and possibly the first 1-2 years after implementation (no summer hiatus).
- We recommend that the College of Arts and Sciences consider renaming the ASC Curriculum Committee to reflect the additional charge of course approval and the new name of the General Education program.

**X. Open Themes:**

- We recommend that once the open theme(s) are settled on for the Autumn 2022 launch, they should be incorporated into the process being developed for the assessment, review, continuation or retirement of existing themes.
- In this model, there would be 5 or 6 themes ready to launch in Autumn 2022 that would follow the same model for review, etc.

**XI. ULAC-GE Administration of the GE Themes:**

- ULAC-GE is the body that issues the call for adding a new theme.
- ULAC-GE would be responsible for managing the process of reviewing current themes and calling for and evaluating new themes.
- Any new theme would be a revision to the New GE, and would need CAA approval, but not University Senate approval. Only larger, structural changes would need to go to the University Senate
- We do not recommend having a prescribed number of themes.
- ULAC-GE's Subcommittee on Themes should monitor enrollment in themes as part of the assessment process.

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- Assessment of a theme should determine if courses are successfully meeting the ELOs of the theme and if the individual theme continues to meet the ELOs and goals of the larger GE.
- There is the need for the number of individuals serving on the proposed ULAC-GE themes subcommittee to increase and decrease, dependent on workload.
- ULAC-GE should have the power to make operational updates or changes, for the sake of efficiency.
- It is possible that a theme would not have much support from units coming forward with potential theme courses. This situation would give the proposed ULAC-GE Themes Subcommittee some feedback in regard to the quality of the proposed theme.
- The addition and retirement of individual themes should be made by CAA with the recommendation of ULAC-GE. That decision is not necessarily based on a specific number of active themes.
- There needs to be sufficient time between a theme's creation and implementation and the potential future retirement of that theme in order to enable the successful offering of the courses that are associated with that theme.
- There should be established course minimums for a potential theme in order for that theme to be approved for offering. There would also need to be an understanding that the proposed theme would need a given number of identified courses by an established deadline before the theme is offered.
  - a) There must be a diversity of courses in a theme to ensure that it is not too specific to a particular discipline.
  - b) The collection of courses needs to reflect multiple colleges and have appropriate depth and breadth in order to meet the needs of students and satisfy the ELOs of the theme.
  - c) A minimum of 20 courses is recommended at the launch of a theme.
  - d) A theme would need to be formally approved in order to have courses associated with that theme.
  - e) Those associated courses would also need to be evaluated and approved with regard to the ELOs for that new theme.
- It could be the case where a newly proposed theme might fit under an established theme.
  - a) In this situation there is no need for the new theme. The proposed courses that were in development for that theme could be added to the established theme.
  - b) Themes should remain as inclusive as possible.
  - c) The call for themes should serve as a conversation starter around generating courses and fostering interdisciplinary work.
- Clear deadlines regarding launch dates must be established when a new theme has been proposed and approved.



## **XII. New GE Theme Submission Steps:**

- ULAC-GE could manage the call for new themes in a two-phase review process. First, the general call for theme topic ideas; then a step of looking for curricular coalitions around the topics, availability of courses, and development of ELOs. This allows for narrowing of proposals between phase one and two if ULAC-GE felt that was necessary to manage the volume of evaluations.
- When a call for new themes is launched, it should have the timeline for offering included in its announcement.

### **First Round Review:**

- Initial ideas for a new theme are proposed by interested partnering departments and academic programs.
- Participating units and related courses are identified and people to lead the charge of the theme established.
- First round could include some endorsement from department chairs committing to developing coursework.
- One potential outcome of a theme suggestion could be the recognition that the topic could be accommodated by one of the existing themes or partnered with another independent submission.

### **Second Round Review:**

- Once a proposal has completed the first level of review, the next phase of review would require that ELOs are fleshed out and a curricular map created.
- We recommend that proposals include a five-year forecast of classes offered in a semester plan that includes an analysis of how many students could be accommodated by the proposed cycle of courses.
- Additional letters in support of the proposed theme should be submitted by participating department chairs in order to clarify and confirm the course offerings, faculty contributions and course meeting patterns that are being put forth in the theme proposal.
- At the time of proposal and launch, we recommend that a new theme should consist of a minimum of 20 courses from a variety of disciplines.

## **XIII. GE Theme Timelines and Assessment Cycle:**

- Start assessment of each theme at year 7 so that by year 10 there is a decision on the future offering potential of each theme.
- Themes should only be considered for retirement after 10 years and as a result of careful monitoring by the proposed ULAC-GE Subcommittee on Themes and the related ASCC Assessment Panel.
- A call for “new themes” should be made every 3 years with the understanding that it will likely take up to 2 years from approval for the new themes to be implemented. Therefore, any new themes would be introduced no sooner than every 4 to 5 years.

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- There could also be a decision by the proposed ULAC-GE Themes Subcommittee to not move forward with any of the suggested new themes.
- New themes should only be introduced in the Autumn Semester to ensure that there is ample focus put on the advertisement of the theme and that students receive the appropriate advising about these newly approved curricular pathways in the GE.

#### **XIV. Proposal for Expediting the Curricular Approval Process for the New GE:**

##### **Gradual Implementation:**

After careful consideration, it is the recommendation of the Policies and Procedures Subcommittee for the GE Implementation Committee that we expedite aspects of the curricular approval process by embarking on a gradual implementation process so that academic units and curricular review panels can attend to the new GE transition in a timely and reasonable manner. What follows is our brief rationale and proposed curricular review process and approval under the new GE with a launch of the GE in the Autumn of 2022.

##### **Rationale:**

The focus of our faculty should be on development of themes (change existing courses for the themes, develop new courses, develop new themes). In addition, in the College of Arts and Sciences, certificates are a priority (tied to budget). If we are to review all GE and related items in a short period of time, it will be overwhelming and likely impossible for review panels to complete their work. We cannot overwork people and stress the review and still expect quality curriculum.

##### **Recommended Best Practices:**

- Departments and ASCC panels will be able to focus on the courses in the themes, making related changes to majors-minors as they continue to work on the Executive Dean's priority on certificates.
- All courses in the current GE that do not wish to change (no change to basic GE category, credit hours, mode of delivery, etc.) are included in the new GE foundations with no panel review initially. This also applies to GE courses that are 3000-level and above and want to remain in the foundations.
- Courses have four years to be submitted and reviewed for real appropriateness in the new GE.
- Any course that is not reviewed or approved within this four-year window, will simply disappear as a GE course but could continue to exist without GE status.
- This progressive rolling out of some aspects of the new GE will substantially reduce pressure on the units and reduce reviewing pressure on ASCC. It will also facilitate the work of advisors since, for the first few years, there will be overlap between old and new GE with courses in the new GE that may need to be accepted as fulfilling requirements for the old GE anyway.

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- Courses currently in the GE that wish to make changes (e.g., go from “old GE Literature” to “new GE Race, Gender, and Ethnicity”; change credit hours; or drastically change the content, etc.) with the AU22 launch deadline in mind would go through ASCC panel review.
- All Theme courses for the new GE will go through the appropriate ASCC panel.

**The Benefits of Gradual Implementation:**

- As indicated above, the initial pressure on departments and the ASCC panels will be more manageable.
- This will allow for greater focus and quality work while reviewing Theme courses. In ASC, units will also have the necessary energy and time to continue developing and launching certificates.
- Fewer majors and minors will need to be revised.
- **For example:** Departments that currently offer upper-level courses that are designed for both GE students and major/minor students and rely on the GE students to populate those courses that otherwise they might have a hard time offering just to their majors will not suddenly need to reposition their majors/minors, i.e., revise their programs, in order to continue functioning. Under this proposal, departments will be given time to adjust to the changed GE landscape and be better able to know which grandfathered GE courses they can withdraw or revise to fully comply with the new GE requirements in the Foundations.
- All current GE courses that wish to remain in the new GE will eventually be reviewed for long term inclusion in the GE. This review will include an assessment plan.
- The gradual roll-out better protects the fiscal well-being of units & the College of Arts and Sciences.
- All of these points above will increase good-will and buy-in from departments across the university.
- Under a gradual implementation, the Autumn Semester 2022 launch date seems more possible.

## **XV. Proposed Application and Review Process for GE Course Status Under the “New” GE:**

### **GE Assessment Plan:**

1. Require Simple Forms
2. Require ONE Sample Question or Example per ELO
3. Create a Fillable PDF (This will keep the workload reasonable for all involved.)
4. Require education for all Directors of Undergraduate Studies and Course Reviewers

### **GE Rationale:**

1. Create a Fillable PDF: This should be clearly outlined for each ELO with the goal to keep it consistent and clear and as brief as possible.
2. Faculty / programs will need to create a rationale for each ELO.

### **New Syllabus Template:**

1. We support the work of the task force that has recently created a new syllabus template for the Ohio State University and we recommend that programs should use this new resource in order to increase efficiency.

## **XVI. Course Access:**

One of the core values for Ohio State (and the state of Ohio) is to provide a point of access for all high school students to an Ohio State education. Our regional and Wooster campuses have been at the heart of achieving this goal and changes in recent years to CCP have further expanded this access.

As courses become part of the new GE, it is important to ensure that they are available for students at Wooster and regional campuses. In the new GE, once a course is approved for inclusion in the GE, further approval is not necessary for the course to be offered at a regional campus. As long as qualified instructors are available at the campus, the decision to offer the course would be left to the campus. This would include decisions on instructional mode (online, hybrid, etc.) as long as the course offering is consistent with the approved delivery modes.

An identified barrier for students, programs, and Wooster and regional campuses in the current online course delivery model is the lack of ability for some campuses to support the delivery of some online courses. This can be due to a number of factors including discipline specific faculty not being available on each campus or the volume of demand at an individual campus not being sufficient to support the consistent offering of a specific course. To address these issues, the committee recommends moving forward with the pilot proposed by the College of Arts and Sciences, the regional campus deans, the Office of Distance and Extended Education, and the University Registrar that allows online GE course offerings to be “hosted” by any campus but open to students at all campuses. In this scenario, individual course offering sections are created for each campus, but the sections are combined under a single instructor who can be housed at any campus. Students enroll at their “home” campus and pay the tuition rate for

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their “home” campus. Tuition revenue flows to the student’s “home” campus and state subsidy for instruction (SSI) flows to the home unit of the instructor. This program also allowed for individual MOU’s to adjust revenue flow for special circumstances.

### **XVII. Carmen Course Requirements for the New GE:**

- Carmen course shells should be created for every GE course.
- Every GE course is required to have the course syllabus uploaded and labeled in Carmen.

#### **Background:**

The current reality of Carmen course sites is an inconsistent and sometimes detrimental student experience. Between complicated storage of files and missing due dates, the inconsistencies on Carmen courses can often lead not just to difficulties for students to learn, but also unnecessary stress. Also, a well-made and documented Carmen site for a course helps a student to learn in a class and reduce stress.

#### **Benefits of Using Carmen:**

- According to student success research, the navigability and consistency of a course site can have either a positive or negative effect on student outcomes.
- When students have all of their courses set up in Carmen consistently, they can leverage powerful calendar, reminder, and communication tools across platforms (laptop, mobile).
- Consistent use across courses provides equitable access to the learning experience for students from many populations.
- Consistent use also provides accessibility for students with a range of disabilities.
- Instructors will gain efficiency in course setup and grading.
- Increased security of student records and intellectual property can be better assured and managed by the university.

#### **Resources:**

- **Carmen Common Sense**  
To improve the quality of academics for students as OSU, Undergraduate Student Government worked with faculty, staff, and other students to make a list of 10 traits that exist in good Carmen pages. Here is a link to that resource: [10 Carmen Tips](#)
- **Canvas Commons**  
College carmen templates and other OSU specific templates can be uploaded and downloaded here: [OSU Canvas Commons](#)

#### **Implementation:**

Given some courses will be fast-tracked for approval, it is recommended that those courses at a minimum have a Carmen course shell and a syllabus uploaded to the course. All general

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education course applications should meet this minimum threshold. Beyond these requirements it is recommended that all general education courses use a Carmen course template provided by their college or the Office of Academic Affairs (OAA)/UITL/ODEE within one year of course approval.

### **XVIII. Suggested Syllabus Requirements for the New GE:**

- OAA General Education Course Syllabus (to be created)

#### **Background:**

A customizable OAA provided General Education course syllabus that has the most up-to-date language regarding academic integrity, mental health, access for students with disabilities, and other identified policies will provide similar, if not identical, benefits as listed above for using a Carmen course template.

#### **Implementation:**

Given some courses will be fast-tracked for approval, it is recommended that those courses, as mentioned above, at a minimum have a syllabus uploaded into their Carmen course shell. All general education course applications should meet this minimum threshold. Beyond this requirement, it is recommended that all general education courses use a customized OAA - provided General Education course syllabus within one year of course approval.

OAA should have a course syllabus template available by the start of Summer Term 2020 for colleges to utilize.

### **XIX. General Education Affordable Content Course Requirements and Best Practices:**

#### **Recommendation:**

By including policy that supports adoption of open educational resources and other affordable course content, we support Ohio State's core value of access and affordability. As a best practice for selection of course materials, we recommend that affordable content options be investigated as part of the redesign and approval process for any course being submitted and reviewed as a General Education course. Note that this recommendation is that an evaluation be required, but there is no recommendation that any action be required as a result of the evaluation.

For new or significantly revised general education courses in Autumn 2022, an evaluation of CarmenBooks as a delivery mechanism for publisher learning materials (textbooks and/or publisher content provided to students using a website with access code) should be required.

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**The evaluation should consist of:**

- A required review of the CarmenBooks course catalog to determine availability of texts and/or access codes,
- A required review of a CarmenBooks informational document explaining program details, and
- An optional consultation with ODEE/CarmenBooks staff to answer specific questions about CarmenBooks usage within the context of a particular course.

As part of the ongoing assessment process for GE courses during any annual or other regular review of course materials, we ask that an additional evaluation of open and freely available content be required, with assistance from University Libraries and other staff. This content should be evaluated alongside conventional publisher materials in order to select content that best fits the needs of instructors and students, as well as the objectives of the course.

**CarmenBooks:**

Ohio State has access to 200,000 titles from many major publishers through Unizin, branded as CarmenBooks. With CarmenBooks, instructors may opt to make their textbooks available through this platform if the titles are included in the catalog. Content is available to students electronically, on or before the first day of class. Students are informed of CarmenBooks usage in any particular course during the registration process, and pay for access to materials through a course fee (reflecting the actual cost of the content with no markup). Discounts available via CarmenBooks are up to 80% off regular retail prices on both textbooks and publisher homework system access codes. If students opt out, they can acquire the book or access code by other means with no penalty.

**Open Educational Resources:**

Open Educational Resources (OER) are in the public domain or licensed in a way that allows for free use, distribution and remix. These learning materials include courses, lessons, textbooks, videos, quizzes, and other course content. They allow instructors to select content that is most appropriate for their course goals, make any necessary revisions based on the needs of their students, and combine artifacts from many sources into a unique blend of materials. The evaluation of open educational resources should be done alongside evaluation of conventional publisher materials, and offers additional flexibility and choice while providing opportunities to reduce the cost of course content.

To date, over 100 Ohio State faculty have done this work as part of the Affordable Learning Exchange program, saving students close to \$10 million dollars in course materials costs through the use of such materials.

**Universities Libraries Reserves and Resources:**

University Libraries collections are quite extensive, with both physical and digital collections that include digital resources, streaming media (including both audio and video), ebook and online journals collections, historical documents and artifacts (such as letters, diaries, and photographs), as well as artistic images. Instructors may place materials (books, DVDs, CDs,

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journal articles) on physical reserve at one of our library locations, and may use the vast ebook and online journals collections as course materials.

Liaison Librarians are able to work with instructors to identify and/or acquire library resources that would be appropriate for use as affordable course materials. However, this expertise goes beyond library resources. Librarians can work with instructors to locate material that is freely available on the internet, including open educational resources that instructors can review for potential inclusion in their course. The Affordable Learning Instructional Consultant can work with instructors to brainstorm some of the pedagogical affordances that are available to instructors when they make the decision to move away from traditional print textbooks.

University Libraries also provides support for understanding copyright and licensing questions that pertain to OER and other freely available, affordable content. Consultations with Copyright Resources staff help in understanding what is allowed with existing materials and options for instructors who are creating new materials to support their courses.

## **XX. Advising Strategies During GE Implementation:**

As the new GE is implemented, rules and policies are needed to clarify requirements in relation to the complexity of student enrollments, which includes new first year students, transfer students, continuing students, and students who take extended leaves of absence and later return. Therefore, further discussion is needed to determine the requirement terms and academic advising transition plans for those students on the new GE versus those remaining on the old. Also, a deadline must be established for when the current GE will retire.

## **XXI. GE Implementation Definitions:**

**Foundation Courses:** Course offerings at the 1000 or 2000 level offering basic and intermediate level of instruction towards the General Education curriculum. Courses must meet the expected learning outcomes of the applicable GE foundational area. The foundation courses work in alignment with the Ohio Transfer Module.

**Course Overlap:** Under the new GE, within the two required themes, only one course from each can overlap with the major for a total limit of no more than six credits (8 credits if pursued via high impact courses). No other course overlap is permissible. This means that a student cannot take one course and have it count as both a foundation course and a theme course.

**Theme Courses:** Course offerings at the 2000, 3000, 4000 or 5000 level offer upper-level or advanced instruction towards a specific theme within the General Education curriculum. Courses must meet the expected learning outcomes of the applicable GE theme. Courses may be approved to be offered within more than one theme area if it is determined that they meet the applicable ELOs. Furthermore, 1000-level courses may be approved for use on an exception



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basis if they have college-level pre-requisites and offer upper-level or advanced instruction towards a specific Theme within the General Education curriculum.

**Open Themes:** Term used during the proposal, review, approval, and implementation design phases of the new General Education curriculum. Term was used to represent that while four theme areas were initially approved, the university community anticipated additional theme areas would be identified before launch. As new theme areas are proposed and approved for launch, the term “open themes” would be retired and all themes would follow the same processes and procedures.

**Expected Learning Outcomes (ELOs):** Skills and competencies that a student is expected to be able to demonstrate based on learning and engagement in an individual GE course, a GE foundation area or theme, or throughout the entire GE.

**ULAC-GE:** University Level Advisory Committee on the GE is a subcommittee of the Council on Academic Affairs (and hence, part of the University Senate). ULAC-GE has oversight of the General Education curriculum. ULAC-GE makes recommendations to CAA for action.

**Integrative Theme Courses (formerly, High Impact Practices):** Specific pedagogy models that through transparent intentionality, consistent and meaningful interaction, and structured reflection enhance and deepen student learning (options include co-taught interdisciplinary courses, undergraduate research, service learning, education abroad, and internships).

**Embedded Literacies:** The new GE design has a primary goal that students gain a diverse set of learning outcomes and skills. Among those skills and outcomes are experience and engagement with technology, competencies in advanced writing, and the ability to provide critical analysis of ideas, concepts, and data. These experiences and outcomes are embedded in courses that students are already expected to complete as part of their major program or the GE program. These should not represent additional courses for a student to complete. As part of the course approval process, courses may be designated as containing one or more of these embedded literacies. Furthermore, embedded literacies should be included in program assessment plans.

## **XXII. Potential for an Autumn 2021 Launch:**

While the Policies and Procedures Subcommittee strongly recommends going live no sooner than Autumn 2022, we felt it was important to acknowledge changes to the approved GE design that could be made to meet the Autumn 2021 goal.

### **Approval of Expected Learning Outcomes for the GE, foundations, and themes prior to the full review and college approval of GE implementation strategy:**

- The current timeline for Autumn 2022 Launch anticipates the GE implementation strategy being considered for a faculty vote in various colleges in late April or early May

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2020. If ELOs could be approved in January or early February 2020, this would encourage units to begin the review of their existing courses for adjustments based on the new ELOs during Spring Semester 2020. Courses would still be submitted for approval once the GE implementation strategy was approved (course review is anticipated to be Summer Term 2020).

**Further acceleration of the course approval process:**

- The proposed approval process and strategy for Autumn 2022 launch of the GE includes the ability to delay the review of existing GE courses that do not wish to change until four years after the launch semester. Apart from that, one could imagine accelerating the review of new GE courses or GE courses that wish to change (for the Foundations or the Themes) by not requiring some of the documents that are normally expected for submission. However, this might have a negative effect on the quality of the GE.

**Delaying expectation for embedded literacies:**

- In the approved GE design, the embedded literacies can be completed as part of the major coursework. This will generally require changes to individual courses within the majors and modifications to the majors themselves. This review, redesign, and approval process for many programs will not happen until GE Foundation courses and Theme courses have moved forward for inclusion in the GE. By delaying the expectation that programs meet the expectations for embedded components, it would allow programs to focus on foundation and theme courses. An additional 1-2 years would provide enough flexibility for programs to respond.

**Further Individualized Advising and GE Assignment for students during transition:**

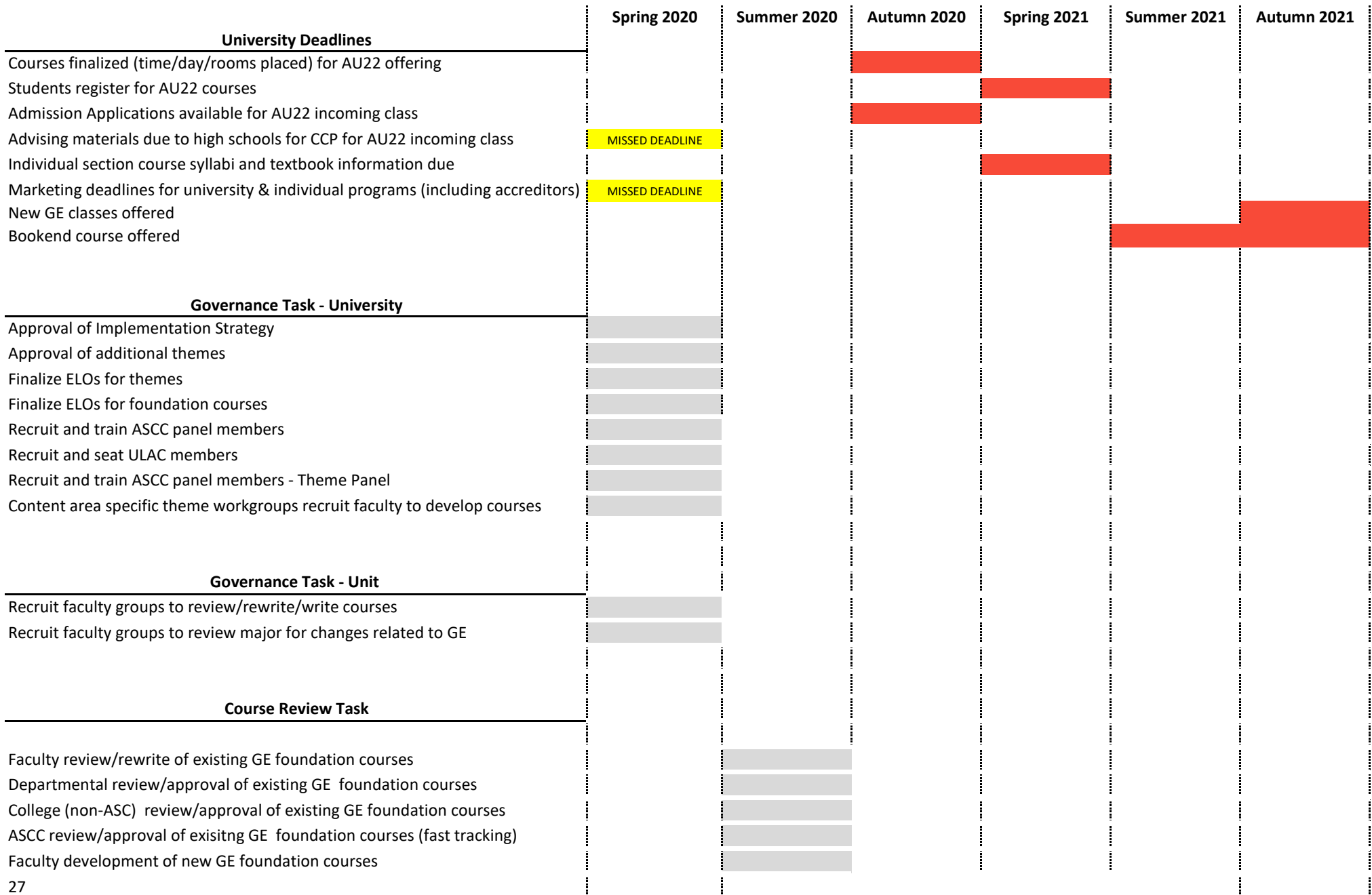
- The proposed Autumn 2022 launch includes a significant amount of individual advising including giving advisors the ability to work with students to determine whether it is most appropriate for the student to complete the “old GE” or “new GE”. This would include the ability to make individual course substitutions to complete GE and degree requirements and the waiver of some requirements. In an Autumn 2021 launch, the workload for advising including the volume of individual reviews and exceptions would increase significantly. This will require empowering advisors with a level of independent decision making that is not consistent across all colleges. It will also further increase the already anticipated need for additional advising staff during the transition.

**XXIII. Autumn 2021 Launch Timeline Summary (see pages 27 & 28 below)**

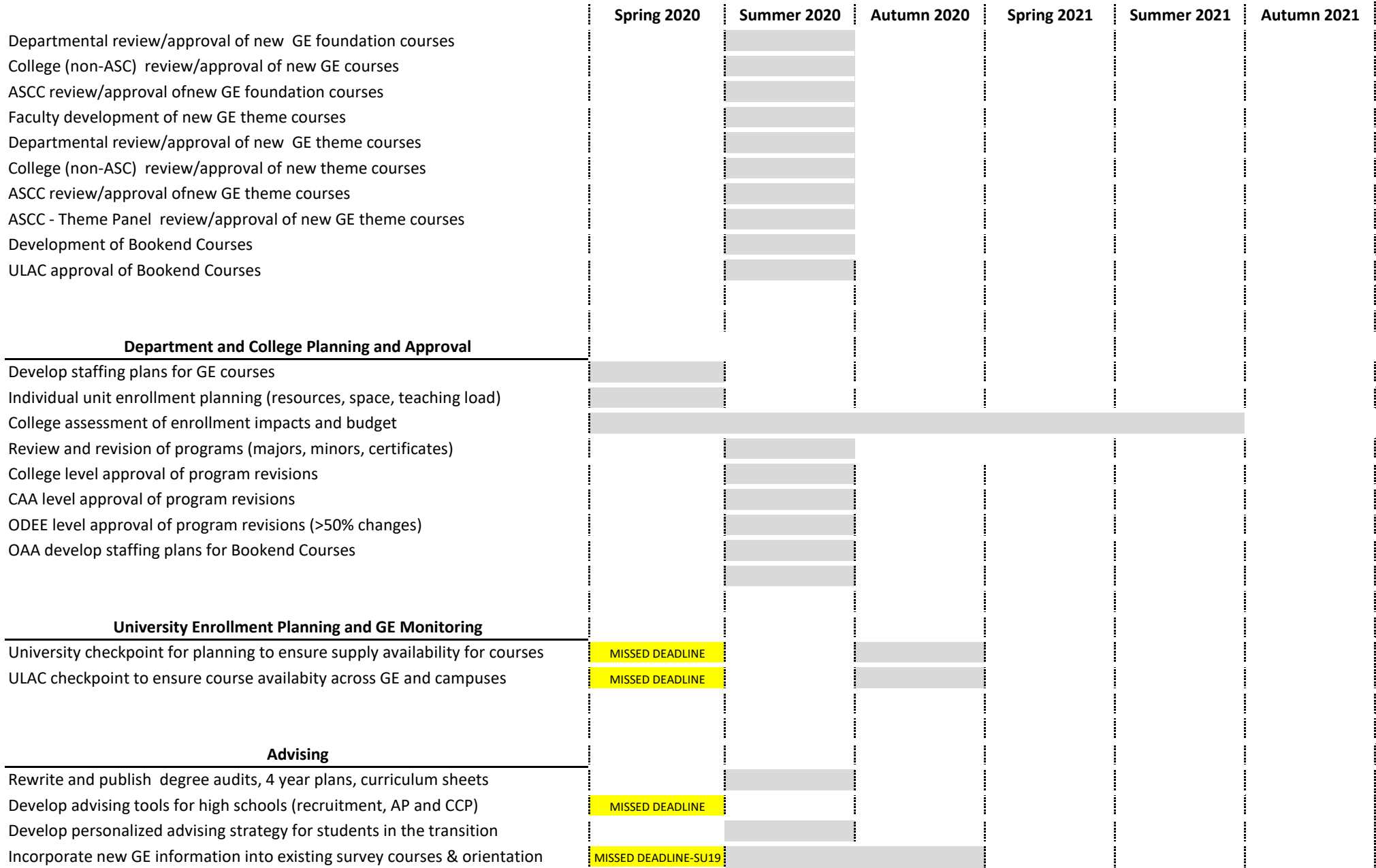
# GE Implementation Committee

## Policies and Procedures Subcommittee

### AU 2021 Launch - Timeline



# AU 2021 Launch - Timeline



#### **XXIV. Policies and Procedures Subcommittee Roster:**

##### **Co-Chairs:**

- Jack D. Miner, University Registrar, Office of Student Academic Services
- Alison E. Crocetta, Associate Professor, Department of Art, ASC and faculty Chair, ASCC

##### **Columbus Campus Faculty / Undergraduate Deans:**

- Eric Bielefeld, Associate Professor, Department of Speech and Hearing Science, ASC
- Katra Byram, Associate Professor, Germanic Languages and Literature, ASC
- Patrick Woodward, Professor, Department of Chemistry and Biochemistry, ASC
- Amy Ferketich, Professor, Division of Epidemiology, College of Public Health
- Wendy S. Bowles, Assistant Dean for Baccalaureate Programs, Assistant Professor, Clinical Nursing, College of Nursing
- Nicole C. Kwiek, Assistant Dean for Undergraduate Studies, Associate Professor-Clinical, College of Pharmacy

##### **Regional Campus Faculty and Associate Dean:**

- Susan Gershman, Associate Professor in EEOB, Marion Campus.
- Jim Genova, Professor, Department of History, ASC, Marion Campus
- Fabio Leite, Associate Professor, Department of Psychology and Associate Dean, ASC, Lima Campus

##### **Administrative Staff (Deans, Directors and Managers):**

- Bernadette Vankeerbergen, Program Director of Curriculum and Assessment, ASC
- Jeanne Osborne, Assistant Dean for Academic Affairs and College Secretary, College of FAES
- Amy Treboni, Senior Director of Academic Advising, OSAS
- Andrea Evans, Manager, Academic Advising, Fisher College of Business
- Jen Simmons, Director of Distance Education, ODEE
- Ashley Miller, Associate Director for Affordability and Access, ODEE
- Nikki Strader, Manager, Academic Advising, Computer Science & Engineering

##### **Undergraduate Student Representative:**

- Adler J. Pierce, Neuroscience Program, College of Arts and Sciences and Undergraduate Student Government

##### **Administrative Support:**

- Emily Guthrie, Senior Scheduling Coordinator, University Registrar