Executive Summary:

The Policies and Procedures Subcommittee of the GE Implementation Committee was charged with making recommendations regarding a range of implementation issues for 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 the Arts and Sciences Curriculum Committee (ASCC), Council on Academic Affairs (CAA), and the CAA subcommittee, University Level Advisory Committee-General Education (ULAC-GE). Feedback emphasized structure and function of ULAC-GE and the process for approving changes to the GE and approving courses within the GE. These sections have been edited in this final draft in response to that feedback.

The Draft Policies and Procedures report contained detailed explanations of timelines and steps needed for implementation. The timelines presented in that draft and the feedback received in response have affirmed the recommendation in the Draft proposal that full implementation occur in Autumn 2022, building upon immediate but gradual work on curriculum development and approval, development of advising transition plans, and communication with stakeholders outside of Ohio State. Please refer to the Draft Policies and Procedures report for details on the expected timeline and the rationale for them.

The recommended charges for subcommittees of ULAC-GE and recommended processes for assessment and generation of Themes after the initial launch of the new GE have not been included in this report. Those recommendations, and feedback received about them, will be shared with ULAC-GE and its subcommittees to support those bodies in the development of their procedures and policies.

The final composition of ULAC-GE is not specified in this document. The composition proposed in the Draft Policies and Procedures report was viewed as failing to meet the general goals of equitable representation, especially for the health sciences colleges. Other models more consistent with these general goals are under discussion and will be identified in the final Implementation Plan.

A major change in this version is the recommended pathway for approval of Themes courses. The original plan, which relied exclusively on panels within ASCC, was seen as untenable because the workload of these panels would be very high and it was difficult to envision staffing them with faculty having the requisite curricular and disciplinary experience. Therefore, we return to an earlier model in which larger committees of disciplinary experts evaluate the Theme-specific ELOS and an ASCC panel evaluates the Theme-generic ELOs and other curricular details. This process accommodates courses seeking to participate in two Themes more easily than the previously suggested model, and requests that ASCC add only one panel (rather than >4). The Theme Advisory Committees will report to ULAC-GE and will serve some other functions related to Themes (see text below).

Carmen Canvas remains a recommended practice. Feedback from students underscores their need for consistent, accessible course information, and the University Senate has endorsed the principles of "[Carmen Common Sense](#)." The use of this shared platform can ease course submissions and support GE course and program assessment. The use of Carmen and the best practices identified through "Carmen Common Sense" remains a strong recommendation, if not a mandate. Likewise, the use of Affordable Learning Exchange materials should be considered a strong recommendation.

Finally, not all recommendations in the Draft Policies and Procedures report have been carried forward in this Final Report. This Final Report reduces redundant coverage of issues also addressed within the reports of the Themes, Advising, and Regional Campus subcommittee reports; these issues are addressed collectively and holistically in the Implementation Plan. committees being recommended in this proposed structure, like

Guiding Values and Rationale for the New GE:

• The Policies and Procedures Subcommittee believes that a GE Implementation process that is deliberate and planful will benefit all stakeholders.

• The GE structure approved in 2019 is truly University-wide, and all colleges are expected to participate in its governance.

• No students should have their progress towards degree delayed, nor should recruiting be negatively impacted by the implementation of this new GE.

• The university must take care to help transfer students as they prepare to transition from our partnering institutions to The Ohio State University.

• The new GE needs to be woven into programs and not just "added on" to current curricula. Academic units, including ATI and the regional campuses, need time to develop appropriate coursework and revise their programs.

• Academic advisors must be given enough time to create best practices around this transition from the current GE to the new GE.

• It is imperative that we provide our partners in K-12 and Community Colleges time to plan for and adjust to this new GE program.

• The implementation plan should 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 and make the vision a reality.

I.   Implementation Timeline

Based on extensive conversations and a full consideration of the steps that must be in place for a successful launch to the GE, the Policies and Procedures Subcommittee recommends providing students complete pathways through the new GE in Autumn 2022. All students entering the University on or after that term will be expected to complete the requirements of this new GE program. Students entering OSU in 2021 may elect to complete the new GE through administrative action by their advisor

II.   Governance and Monitoring Structures

The Subcommittee recommends that ULAC-GE continue to oversee the university-wide GE. This CAA subcommittee maintains a strong collaborative relationship with ASCC in administering curricular approval processes and GE assessment. Recommended changes to the structure and charge of ULAC-GE emphasize both the need for input from all undergraduate-serving colleges and the greater complexity of the new GE.
This recommendation acknowledges the importance of broad participation from all colleges in monitoring and supporting the new GE. It also maintains the reporting line of ULAC-GE to CAA, which is charged with overseeing all academic programs at the university.

The Policies and Procedures Subcommittee seeks to ensure the spirit of this new university- wide GE by maintaining the ability for students to have greater opportunities to pursue minors, double majors or certificate programs. CAA will serve an important function, ensuring academic units uphold the spirit of the new GE by preventing major programs from unnecessarily expanding major requirements to the

detriment of free electives.

In order to carefully oversee the health and wellbeing of the new, university-wide GE, it is suggested that the current ULAC become more robust in its membership and charge; therefore, it is proposed that this revised ULAC-GE have the following charges:

ULAC-GE will:
- Analyze and summarize annual trends in GE offerings andenrollments. This includes reviewing progress of GE course submission/approval; studying exceptions and substitutions for GE; identifying and monitoring advising issues related to GE; and monitoring the health, effectiveness and enrollment of each GE Theme.

- Review course assessment data and assess the attainment of goals for elements within the GE (Themes, Bookends) and for the GE program as a whole. This effort will require collaboration with ASCC (which reviews courses) and the CAA (which supports and facilitate program assessment)

- Advise CAA on proposals to revise the GE program. This includes monitoring the national dialogue/literature on general education; reviewing specific college proposals to revise the GE; and assessing the efficacy of curricular and GE learning goals and expected outcomes on student learning to determine 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, , Academic Programs Advisory Community (APAC), and so on.

- Provide an annual report to CAA summarizing these activities and periodic updates recommending possible changes and areas for further study.

III.   Guidelines for composition of ULAC-GE

Membership in ULAC-GE should be inclusive. Every college with undergraduate programs should have the opportunity for voting representation. Arts and Sciences should have strong representation, reflecting the breadth of this college, its role as the home of the Liberal Arts at Ohio State, and its responsibility in offering the majority of the courses in the GE curriculum. The regional campuses should be represented with voting membership. The committee should be chaired by the Associate Dean of Undergraduate Education, who will also serve as a voting member. Colleges should be allowed to opt out of serving on ULAC-GE or its subcommittees on an annual basis; representatives from colleges choosing not to serve will not be counted in quorum for that year. The choice not to serve on ULAC-GE or its subcommittee will not be assumed to apply to all roles or subcommittees (e.g., choosing not to serve on ULAC-GE does not eliminate the opportunity to serve on a subcommittee, or vice versa). Faculty members of ULAC-GE should be drawn preferentially from faculty in non-administrative roles. Students should be represented as voting members of ULAC-GE.

Advising and the Registrar's office should each be represented by a non-voting member. Other non-voting representatives from staff and administrative units may be requested by ULAC-GE to advise the committee or to serve on subcommittees. ULAC-GE will not have voting representation from the Graduate School or the professional colleges (those that do not have UG programs) but their faculty may be engaged on the subcommittees.

The Subcommittee recommends that ULAC-GE have the authority to add, remove or alter its subcommittees as the GE is implemented and maintained over time. This allows ULAC-GE to respond to the changing needs of the GE as new implementation or maintenance issues arise. Each subcommittee should be chaired by a member of ULAC-GE; subcommittee members should include members not on ULAC-GE, including those from bodies not represented on ULAC-GE (e.g., Graduate School, Law School, etc) as appropriate. The charges for subcommittees should be developed by ULAC-GE; suggestions for scope for some of these subcommittees can be found in the Draft Policies and Procedures Report and those suggestions will constitute a starting place for ULAC-GE in scoping the charge of each subcommittee. Subcommittees envisioned at this time include subcommittees on Advising and Transition, GE Themes, Assessment, Bookends, Foundations, and Embedded Literacies. The Office of Academic Enrichment and their faculty advisory committee can monitor the intersection of the GE and high-impact courses ("Signature" courses) and report at least annually to ULAC-GE (in lieu of a subcommittee). Likewise, the University Senate's Committee on Distance Education, Libraries and Information Technology (DELIT) can monitor the use and integration of technology into the GE and report at least annually to ULAC-GE.

After the initial launch of the GE, ULAC-GE, with input from its Themes subcommittee, can administer the process for *new* GE themes call for proposals. This will involve issuing university-wide calls for new GE themes, establishing the calendar for new theme proposals, facilitating a support structure that encourages interdisciplinary development and cooperation across colleges on the submission of new Theme proposals, and vetting these proposals. Once vetted by ULAC-GE, proposals for a new Theme require confirmation through a vote by CAA, since adding new Themes will represent a significant revision to the GE curriculum.

The Subcommittee recommends that assessment by ULAC-GE focus on assessment of categories (Bookends, Foundations, Themes) and of the whole program, rather than on course-level assessment. Program-level assessment is necessary to identify elements of the GE that need to be refined or changed, and will rely on course-level data and program assessment, modeled on the kinds of assessments academic units do for their majors or minors. Course-level assessment should continue to be managed by ASCC with input from ULAC-GE, with those course-level assessment reports serving as important pieces of evidence in ULAC-GE review of the categories and programs. Themes with low performance (e.g., sustained low enrollment in the courses within it, low attainment of ELOs) may be recommended for "sunsetting" after a period that allows units involved in that Theme to address issues identified by ULAC-GE. As with new Theme approval, the decision to sunset a Theme ultimately resides with CAA.

IV.   Course Approval for GE Courses

The Subcommittee recommends that the ASCC continue to lead the curricular approval process for the GE. We envision that courses in the Foundations follow the same path as currently exists, with disciplinary panels that include representatives from non-ASC units reviewing courses for consideration in the GE. Courses from outside of ASC would be expected to receive approval from their home college curricular approval body, as is current practice.

The Subcommittee recommends a multistep process for approval of Themes courses (see Appendix). Any course proposed for inclusion within a Theme will need approval from its home college curricular approval body. For ASC, this means that it will be approved by the appropriate disciplinary panel within ASCC (as is currently the case for any course). All courses currently offered at Ohio State have already completed this step. Approval for each Theme requires evaluation of the Theme-specific ELOS and evaluation of Theme-generic ELOS. These will be handled by separate entities, at least initially, to manage the anticipated volume of submissions.

A committee of experts will provide an affirmation of content appropriateness for any course seeking Theme approval. These Theme Advisory committees will also monitor ELOs and course submissions, evaluate transfer articulation for courses, review assessment data for each Theme, and report on these to ULAC-GE. Affirmation of content appropriateness by a Theme Advisory Committee can be done in parallel with College or ASCC Theme panel approval; all approvals must be in place before the course can be offered within the GE. These advisory committees will report to ULAC-GE and may vary in size over time, depending on workload. Each Theme Advisory committee will have broad representation of faculty from units participating in the Theme, including the Regional Campuses.

We request that a new panel be created within ASCC to approve courses for inclusion in one or more of the GE Themes. The focus of this panel will be on generic Theme ELOs and other curricular details; content-specific ELOs will be addressed by the Theme Advisory Committee(s) of ULAC (see below). This ASCC Theme panel will evaluate appropriateness of 4-credit designation for courses seeking it. Any course seeking inclusion in multiple Themes will need approval from this body only once. The composition of this panel is the purview of ASCC and the Arts and Sciences Senate, the governing body for ASCC, but we recommend that it be larger than is typical for a panel within ASCC and that it include multiple faculty from outside of ASCC.

It is the recommendation of the Policies and Procedures Subcommittee that aspects of the curricular approval process be expedited. The recommended changes allow faculty to focus on Themes (change existing courses for the Themes, develop new courses, develop new Themes) and is mindful of the attention and effort of the curricular approval bodies. This proposed plan requires a collaborative assessment strategy (described below).

The subcommittee recommends courses approved within the current GE be automatically approved within the Foundations in cases where the units require no change in the mode of delivery, number of credits, contact, or credit hours(see Appendix). Courses approved within the current GE that are revised in minor ways for inclusion in Foundations will be evaluated on a case-by-case basis by a team of curricular experts and either approved administratively or sent to the disciplinary panels in ASCC (as is current practice). Courses submitted for inclusion in "Race, Gender, and Ethnicity" category that are currently offered in another GE category will be evaluated on a case-by-case basis and be approved administratively or via a panel. This case-by-case evaluation mirrors current practice, which allows minor changes to be made in GE courses without full panel review. In all of these cases, it is understood that the ELOs in the version submitted for approval within the GE may not be identical to those articulated in the original, approved version of that course.

New courses or modified courses seeking to participate in the GE will not require assessment plans at the time of submission. Assessment plans for each category (i.e., each element within a Foundation or each Theme) will be developed collaboratively by the faculty who offer courses within that category within four years of the Launch of the new GE. All courses within that category will apply the same model of assessment, with these developed collectively and collaboratively by faculty with support from OAA and ULAC-GE. Assessment plans developed through this process are expected to be compatible, not identical, and the collaboration is intended to be supportive rather than restrictive. This process builds from insights gained through the current course assessment process. Details of this collaborative model are under development with input from a working group led by the Assessment panel of ASCC with support from OAA. The working group is running a test case for this process as a way to develop recommendations going forward; these will be shared with the curricular approval bodies of each college by the end of Spring 2020 and revised as needed under guidance from ULAC-GE. This collaborative

structure will reduce the workload for faculty submitting courses and for faculty reviewing them, ensure combinability of data from course-level assessments, and facilitate program assessment.

The subcommittee recognizes that the availability of online courses within the new GE is necessary to its implementation in fully online degree programs. Efforts to support the development of online courses within each category and component of the GE should be a top priority in curriculum development. The subcommittee encourages Colleges to discuss their needs and opportunities with the Office of Distance Education (ODEE) as soon as practical after the affirmation of the Implementation Plan so that ODEE can develop coordinated and comprehensive plans to support units in the development and delivery of online courses.

The system for course submission will continue to be evaluated and refined, with feedback from ASCC and the Curricular Deans of each college (via the Academic Program Advisory Council, APAC). Changes already suggested to this process include inserting a pre-review check by the Office of the University Registrar to flag changes that may impact programs outside of the offering unit, the creation of fillable forms and template for syllabi, and supportive training for faculty involved (Directors of Undergraduate studies, department curriculum chairs, faculty serving on curriculum committees). Templates will provide up-to-date language on academic integrity, mental health, accommodation and accessibility requests, and other identified policies and can be updated as these policies are refined. Additional ways of facilitating this process through the central support for development of resources supporting students, faculty, and staff (e.g., Carmen shells, templates for Degree Audits, and other resources) should be explored.

V.   Staffing and Support Strategies

To meet the goal of full implementation in 2022, implementation efforts will need to begin immediately upon an affirmative endorsement vote by the undergraduate colleges. Units can submit lists of courses for consideration in Foundations immediately, and approval can occur with minimal faculty effort over Summer 2020 for those courses unchanged in format or content. Teams to support this effort will be convened and supported to work through Summer 2020.

Recognizing that new course approval, Theme status approval, and other curricular activities will begin in Summer 2020 and in high volume starting in Autumn 2020, the subcommittee recommends that starting in Autumn 2020, curriculum committees (including ULAC-GE) convene year-round (e.g., no summer hiatus) leading up to and, perhaps, up to two years after implementation in Autumn 2022. Ideally, members of these committees will commit to two-year terms. Staffing recommendations for service on these committees should be made as soon as possible following affirmation of the Implementation Plan to allow faculty to plan their time. Formal members of these committees should receive additional compensation for the time and commitment involved and have their involvement be considered positively in performance reviews.

The proposed launch in Autumn 2022 launch entails the resolution of many details for Advising staff, including specifying transition plans, the formulation of policies on exceptions for e.g., transfer students, students returning after extended absences, articulation of the new GE with Associate's degrees, marketing and communication of the change to external organizations, and the coordination of academic content with the Bookends (please see the Final report of the Advising Subcommittee for more detail). Advising staff and leaders from the Office of Transition and Academic Growth will convene working groups on these issues starting in Summer 20220 and will liaise with ULAC-GE in Autumn 2020 to provide an update on progress and a perspective on issues to be resolved and the resources needed to resolve them. Regional campus advising staff are necessary participants in all of these conversations, and are empowered to spin off subgroup(s) addressing issues for students at the regional campuses and for

students anticipating campus change. The process of GE transition will benefit from greater communication across the advising community and between advising staff and the leadership of their college. The demands on the time of advisors as they support the University in identifying and solving issues in GE transition will exacerbate the already-anticipated need for additional advising staff during the transition.

Working groups will be convened in the Office of the University Registrar and in Admissions and Recruiting immediately following affirmation of the Implementation Plan to address issues related to degree audits, course scheduling and room availability, transfer and articulation, and communication to HS and Community College partners, among other issues. These groups will liaise with ULAC-GE in Autumn 2020 to provide an update on progress and a perspective on issues to be resolved and the resources needed to resolve them.

VI.   Explanation of Some Key GE Implementation Terms

Course Overlap: Under the new GE, within the two required themes, only one course from each (Citizenship plus Theme chosen by student) can overlap with the major for a total limit of no more than 6-8 credits (depending on whether Themes are satisfied via 3- credit or 4-credit courses). No other course overlap is permissible. A student cannot take one course and have it count as both a foundation course and a theme course or apply a single course to the Citizenship and their chosen Theme.

Foundation Courses: Course offerings generally at the 1000 or 2000 level offering basic and intermediate level of instruction towards the General Education curriculum. Courses must meet the ELOs of the applicable GE foundational areas. A course may be approved under multiple categories if it meets all ELOs of those categories, but a student can use a specific course to satisfy the requirements of a single category only.

Open Themes: Term used during the proposal, review, approval, and implementation design phases of the new General Education curriculum to refer to Themes that are in development during the design and implementation planning phase but that will be approved and offered when the GE is fully implemented in Au 2022. As new Themes are approved for launch, the term "open themes" will be retired. Please refer to the Proposal from the Subcommittee on New Themes for more details.

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 if they meet the applicable ELOs, but a student can use a specific course to satisfy the requirements of a single category only.

VII.   Policies and Procedures Subcommittee Roster:

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

Columbus Campus Faculty / Undergraduate Deans:
c. Eric Bielefeld, Associate Professor, Department of Speech and Hearing Science, ASC
d. Katra Byram, Associate Professor, Germanic Languages and Literature, ASC
e. Patrick Woodward, Professor, Department of Chemistry and Biochemistry, ASC
f. Amy Ferketich, Professor, Division of Epidemiology, College of Public Health
g. Wendy S. Bowles, Assistant Dean for Baccalaureate Programs, Assistant Professor, Clinical Nursing, College of Nursing
h. Nicole C. Kwiek, Assistant Dean for Undergraduate Studies, Associate Professor-Clinical, College of Pharmacy

Regional Campus Faculty and Associate Dean:
i. Susan Gershman, Associate Professor in EEOB, Marion Campus.
j. Jim Genova, Professor, Department of History, ASC, Marion Campus
k. Fabio Leite, Associate Professor, Department of Psychology and Associate Dean, ASC, Lima Campus

Administrative Staff (Deans, Directors and Managers):
l. Bernadette Vankeerbergen, Program Director of Curriculum and Assessment, ASC
m. Jeanne Osborne, Assistant Dean for Academic Affairs and College Secretary, College of FAES
n. Amy Treboni, Senior Director of Academic Advising, OSAS
o. Andrea Evans, Manager, Academic Advising, Fisher College of Business
p. Jen Simmons, Director of Distance Education, ODEE
q. Ashley Miller, Associate Director for Affordability and Access, ODEE
r. Nikki Strader, Manager, Academic Advising, Computer Science & Engineering

Undergraduate Student Representative:
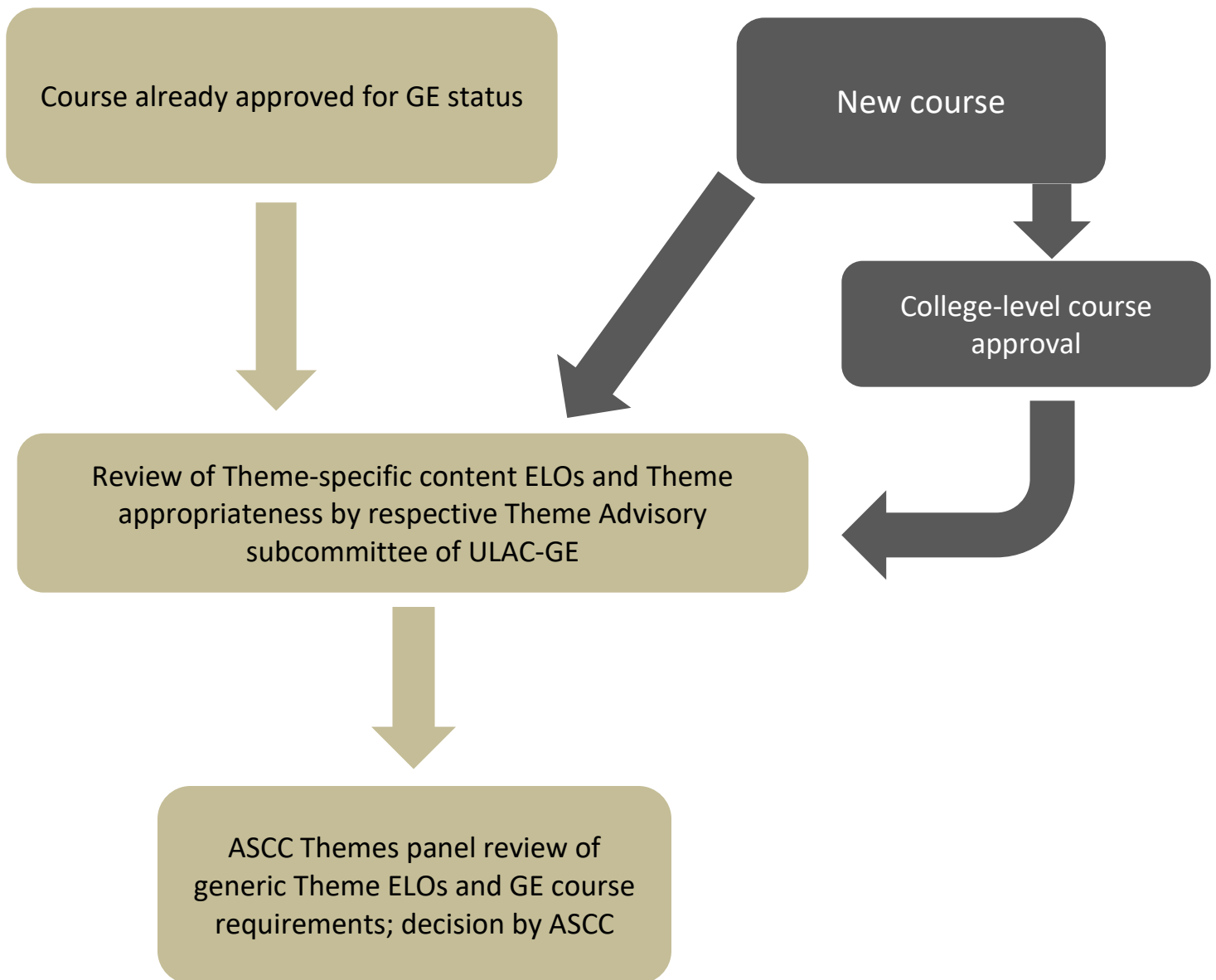s. Adler J. Pierce, Neuroscience Program, College of Arts and Sciences and Undergraduate Student Government

Administrative Support:
t. Emily Guthrie, Senior Scheduling Coordinator, University Registrar

APPENDIX

Proposed workflow for course approvals in the Foundations and the Themes categories of the new GE.

Course Proposal Workflow for Inclusion in <u>Themes</u> of the New GE

Course already approved for GE status		New course
		College-level course approval

Review of Theme-specific content ELOs and Theme appropriateness by respective Theme Advisory subcommittee of ULAC-GE

ASCC Themes panel review of generic Theme ELOs and GE course requirements; decision by ASCC

Note: Any required approvals/endorsements for education away, service learning courses, etc. can be obtained in parallel with any steps of the above process.

Course Proposal Workflow for Inclusion in <u>Foundations</u> of the New GE

Course <u>already</u> approved for GE status
Re-submitting without changes to content or ELOs

Course <u>already</u> approved for GE status
Re-submitting with small changes to content or ELOs
OR
Submitting to a new Foundation category

Existing course not in GE Requesting GE status in Foundations

Brand-new, never before approved course

Decision made by ASCC leadership on the extent of review needed

College-level course approval

Expedited review and approval by ASCC without panel review

Panel review and decision by ASCC