

# REPORT OF THE GENERAL EDUCATION IMPLEMENTATION COMMITTEE

FEBRUARY 2020

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## Introduction

During the past three years, an inclusive and collaborative process to create one General Education (GE) program to support undergraduate student success unfolded. Moving from the current eight versions of a GE to one, and reducing the total GE credit hours for many students, reaffirms our University-wide commitment to the importance of General Education to the undergraduate academic experience, aligns it with the University's new mission/vision statement, provides students paths to achieve their educational goals and helps them be successful in their future endeavors, and encourages leveraging Ohio State's strength for interdisciplinary and collaborative curriculum creation.

The multi-year process of establishing a model for a single general education program was approved by the 12 undergraduate colleges (Arts and Sciences, Dentistry, Education and Human Ecology, Engineering, the Fisher College of Business, Food, Agricultural and Environmental Sciences -with input from ATI, the John Glenn College of Public Affairs, Medicine, Nursing, Pharmacy, Public Health, and Social Work) and included strong input from our Regional Campuses in Lima, Mansfield, Marion, and Newark. The University Senate's Council on Academic Affairs, and then the Senate itself, approved the model in April 2019, with the understanding that immediate implementation issues needed to be addressed before proceeding. The Board of Trustees endorsed the process in May 2019.

This report summarizes responses addressing the immediate implementation issues that were identified when the one general education structure was approved. It is understood that additional implementation issues will continue to be identified and addressed as the implementation process unfolds.

## Implementation Issues

A GE Implementation Committee (IC) was established in June 2019, Co-Chaired by Professors Laura Podalsky, Department of Spanish and Portuguese, and Blaine Lilly, Department of Mechanical and Aerospace Engineering. An open invitation to participate and have representation in proposing solutions for implementation was provided to each college and campus. The IC met bi-weekly from July 2019 to January 2020, and established eight subcommittees, one for each of the core implementation considerations:

1. Expected Learning Outcomes
2. Bookends
3. Themes
4. High-Impact Practices
5. Embedded Literacies
6. Regional Campuses
7. Advising
8. Policies and Procedures

All IC members served on a subcommittee, and all subcommittees were co-led by an IC member. Faculty and staff from across the university were the primary members of the subcommittees.

Each Subcommittee had regularly scheduled meetings for six months with its work culminating in “draft” reports that were distributed throughout the campus for feedback in December 2019 and January 2020. The Subcommittees incorporated university-wide feedback into their final reports.

This Report is the final “summary” document of those reports, and has been endorsed by the IC as accurately reflecting the core responses to the related implementation considerations. Individual subcommittee draft reports were edited based on feedback received in December and January, and may be found on the [General Education Implementation Report webpage](#). This Report does not include every recommendation from every subcommittee report. It includes those recommendations that academic units need to use for an implementation process to begin. Several subcommittees made recommendations for later stages in GE implementation - ones that could/should be addressed later in the process.

### **Actions and Next Steps for Colleges**

The new GE structure has already been approved. Each of the 12 undergraduate colleges is now expected to follow its curricular governance process, the same process used when it approved the structure in 2019, to determine whether the initial implementation considerations have been adequately addressed and its faculty and staff are ready to move forward with implementation. That process is expected to conclude no later than end of the Spring 2020 semester.

With that step completed, the implementation process begins Summer 2020 with course submissions continuing through the remainder of calendar year 2020 and all of 2021. Initial course offerings for the new model could be ready for the incoming class of Autumn 2021, with complete pathways through the new GE curriculum for students who start Autumn 2022.

## **SUBCOMMITTEE REPORTS**

### **EXPECTED LEARNING OUTCOMES (ELOs)**

Colleges and campuses asked that the ELOs be simplified, clarified, and reduced—notably for effective assessment of the program goals and outcomes.

Throughout the ELO development process, the ELO subcommittee sought input from faculty across departments, schools, and campuses. The subcommittee published a proposed list of ELOs for university-wide feedback with a special request for input from all College of Arts and Sciences chairs and directors.

The ELOs for the GE program, bookend courses, foundation courses, Theme courses, high-impact practices courses, and embedded literacies are provided in Appendix A.

## BOOKENDS

The approved one GE structure included the creation of two, 1-credit hour courses - the Bookends. Academic units sought greater specificity describing the ELOs, and with regard to the logistics, format, and structure of these offerings.

The two courses comprising the Bookends are the **Launch Seminar** and **Reflection Seminar**:

- The Launch Seminar provides students a strong introduction to the goals for the GE program, introduces key skills, and supports sustained engagement and growth in meta-cognition and reflection against progress toward attaining GE goals.
- The Reflection Seminar provides opportunities for students to document and synthesize their academic and personal growth, and allows for program-level assessment through structured evaluation of learning artifacts and students' responses to embedded questions within an ePortfolio tool.

### Launch Seminar

The Launch seminar will:

- consist of approximately 10 hours of content and four hour-long, synchronous, faculty-led sessions, labelled "Faculty Threads".
- use a combination of presentation modules, assignments, and discussions to advance the Bookend ELOs (Appendix A).
- leverage a variety of course delivery modes (in-person, hybrid, and distance learning) designed to meet the needs and preferences of the faculty and students.
- provide the avenue to introduce students to their ePortfolio and how to upload materials to document progress across the GE program and ELOs.

Further, the Launch Seminar:

- is expected of all students on all campuses. Enrollment in sections of the Launch Seminar will be campus specific but not college specific.
- must be completed within the first three regular terms of enrollment (excluding summer); students will be encouraged and advised to enroll in the Launch Seminar in their second term.
- may have an abbreviated (0.5 credit) version for students who transfer at Rank 3 or above.

Faculty proposals for Threads will include a brief discussion of the focus, a pre-meeting activity and an assessment activity (with rubric). Thread proposals will be solicited annually and will be compensated at a rate reflecting the number of times the Thread is offered (minimum of five offerings/term/Thread). All faculty on all campuses will be eligible to offer Threads.

Alternative formats for the Launch Seminar, including more heavily in-person offerings or offering that blend the Launch content with e.g., a Freshman-seminar (in lieu of Faculty Threads) are possible, but must address the Bookend ELOs and must be open to students from all colleges. Proposals to modify the Launch Seminar structure should be reviewed by ULAC-GE.

## **Reflection Seminar**

The Reflection seminar will:

- consist of approximately eight hours of content, in addition to approximately six hours engaging with materials and student-developed content throughout the GE program through the ePortfolio tool.
- use a combination of presentation modules, assignments, and discussions to advance the Bookends ELOs (Appendix A).
- be offered as an online course.

Further, the Reflection Seminar:

- is expected of all students on all campuses.

Enrollment in the Reflection Seminar may be college-specific if there is a college capstone or Portfolio requirement that is co-satisfied through the Reflection Seminar. Customization and coordination is encouraged to minimize duplication of effort.

## **Logistics, Format, and Structure of the Bookends**

Bookend seminars will be developed by faculty, with instructional support from campus partners, such as the University Institute for Teaching and Learning (UITL), University Libraries, and Office of Distance Education and eLearning (ODEE).

Throughout the GE curriculum and courses, reflection prompts will be provided to students to submit artifacts related to their assignments and experiences. Additionally, GE Themes courses and courses tagged as including “Embedded Literacies” will be required to identify assignments that can be uploaded to the ePortfolio as part of their course submission process. Students will be advised to upload these during their Themes or Embedded Literacies (see below) courses.

Assignments and opportunities for students to connect their learning to the Reflection Seminar will be developed and delivered by faculty, with support from campus partners.

The Bookend seminars:

- will be assessed as S/U.
- are required to be successfully completed in order to graduate.
- will be taught by instructors on a multi-year, full-time contract, or by graduate teaching associates.
- will have a full-time Bookends Program Coordinator who will provide or coordinate training and support for Bookend instructors and address considerations for continual improvement of the seminars.

To support students toward successfully navigating the GE program requirements, students will be reminded to complete the Reflection Seminar starting in the second term of their Junior year, sixth semester, or when they complete their GE program, whichever comes first.

## THEMES

During the new GE development process, four Themes emerged—each meeting a collectively identified set of learning objectives that are broad and interdisciplinary, and respond to questions and concerns reflecting contemporary contexts from historical, current, and futuristic approaches.

### **Citizenship for a Just and Diverse World**

All students will complete the “Citizenship” Theme consisting of the foundation course on Race, Ethnic, and Gender Diversity, plus 4-6 additional credit hours. “Education for Citizenship” is the University’s motto, and the university’s mission statement demonstrates a dedication to “preparing a diverse student body to be leaders and engaged citizens.”

Students will select one other Theme (from among the following) and complete 4-6 credit hours in it.

### **Sustainability**

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

### **Health and Well-being**

Students understand health and well-being from a variety of perspectives, including 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 well-being.

### **Lived Environments**

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

Two major implementation issues emerged related to Themes.

1. Greater details for expected learning outcomes were needed for each Theme and fewer learning outcomes were wanted for others. The ELO Subcommittee addressed both issues (see Appendix A).



2. The process by which existing Themes are assessed, and how new Themes are proposed and approved needed greater specificity.

It was not the role of the Subcommittee to identify new Themes. It does not favor a fixed number of new Themes for the rollout of the new GE. It supports a process that is:

- guided by three goals: transparency; maximizing participation; and building an accessible process.
- extends over approximately 7 months; and
- is overseen by a New Themes Review Committee

The University would seek proposals that:

- Respond to big questions and reflect relevance to 21<sup>st</sup> 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.

The process would start with information sharing and networking sessions and the establishment of an online discussion page. Then 6 steps are proposed. These steps are mapped to a proposed timeline in Appendix B, which was constructed assuming that next steps in Implementation begin in May 2020.

1. Call for new Theme Proposals (2 months): Proposals must include:

Title and Theme statement:

Overview Narrative: (2-3 pages)

Curricular participation: a minimum of 5 courses that will be included in the Theme recognizing that for implementation a minimum of 20 courses will be required.

Endorsements: from at least three participating departments or academic programs

Preference would 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. Preference will be given to proposed Themes that can be achieved by students on the regional campuses.

The proposals will be submitted through an official submission portal to which the University community will have access for review.

2. University Wide Review of proposals submitted (1 month)
3. Revision Period – based on input received (1 month)
4. New Themes Review Committee; Round One (1 month)
5. Revision Period (1 month)
6. New Themes Review Committee: RoundTwo/Announcement of Themes (1 month)

To oversee this process, the Subcommittee recommends establishment of a New Themes Review Committee, Chaired by an Arts and Sciences faculty member, with additional faculty representation from Arts and Sciences, as well as faculty from the other undergraduate colleges – all recommended by their College curriculum committees with input from the curricular associate dean; faculty from the Regional Campuses – recommended by their curricular associate dean; and 3 undergraduate students. This Committee will report to the University-level Advisory Committee to the GE (ULAC-GE). ULAC-GE will act as the body to propose the addition of new Themes to CAA. Any new Theme will need approval by the Council on Academic Affairs (CAA).

## HIGH-IMPACT PRACTICES

The General Education Program proposal delineates a model wherein students have the option to satisfy the Theme components by taking **“either a) *one high-impact 4-credit course...or b) two 3-credit courses each individually offered by a single department, but with the requirement that the two courses come from different disciplines.*”**

The Subcommittee worked to define and refine the 4-credit courses and their implementation. ELOs were established for this category (Appendix A).

For clarification, the 4-credit hour Theme courses will represent an integrative feature of our GE. The courses should be referenced as “integrative Theme courses” The overarching goal is to help students build an advanced and in-depth thematic understanding of societally important topics synthesizing perspectives from multiple disciplines or modes of inquiry, or by transferring learning to new complex situations. All such courses will leverage opportunities that combine conventional classroom instruction with experiential instruction guided by the principles of intentionality, interaction, and reflection.

The 4-credit integrative Theme courses can be designed in one of two ways:

1. Two or more faculty will develop/offer a course together. A clear articulation of the interdisciplinary nature of the course should be included in the course proposal. Team-taught courses must be taught collaboratively by faculty who integrate distinctly separate disciplines, model interdisciplinary academic exchange, and demonstrate the interdisciplinary nature of the course.
2. Individual faculty may develop/offer a course drawn from a list of high-impact practice areas. Given that there is a well-developed literature emerging on high-impact practices, and the term can include many types, the following does not include all high-impact educational practices, but instead includes those recommended by the subcommittee for use in 4-credit integrative Theme courses:
  - community-based learning (service-learning),
  - education away,
  - research or creative practice, and
  - world-language instruction of Theme courses.

Other kinds of “high-impact practices” can and should be incorporated into the 4-credit Theme courses, but they would not be defining characteristics of the 4-credit integrative Theme courses. Rather, the offices of Undergraduate Education, and Academic Enrichment in particular, will be encouraging the use of “high-impact practices” across the entire undergraduate curriculum, including other parts of the GE.

The integrative course designs meet the spirit of the 4-credit Theme course criteria by virtue of the fact that they combine traditional classroom instruction with some form of experiential learning or other instructional strategy: team-taught (typically taught by instructors from different disciplines); education away (including Education Away as well as domestic educational travel experiences); community-based learning (service-learning); research or creative practice (which could entail a writing component); Theme content taught in a non-English language.

In addition, all integrative courses must meet these general requirements:

- Adhere to State-mandated instructional hours for a 4-credit course. This typically means teaching four 55-minute class sessions per week, or two 80-minute class sessions plus one 55-minute session per week, or an equivalent amount of formalized instruction, wherein some of this time (e.g., a 55-minute class session per week) may be a recitation or lab.
- Be clearly focused on the selected Theme and fulfill the goals and ELOs for both the generic GE Theme courses and the specific Theme category.
- Other types of integrative courses must clearly integrate and demonstrate multiple modes of instruction, whether via community-based / service-learning with a community partner, education away, research or creative practice, or foreign language instruction of the Theme content.

The integrative courses offer a new and challenging modality with which most of us have had only limited exposure and practice. It is recommended that:

- Any instructor developing or teaching a GE-authorized team-taught or integrative course should have adequate training and support in the respective pedagogies to ensure maximum impact and benefit for the students.
- A subcommittee of ULAC-GE will be created to provide a rubric for course assessment of the integrative Theme courses by ASCC. The subcommittee can be comprised of faculty experts, students, and representatives from relevant support offices (e.g. Service-Learning, Education Away, Undergraduate Research & Creative Inquiry). The subcommittee can also provide instructor support.
- The University dedicates resources to lower the barriers of access. Such courses are often under-enrolled by students with economic challenges; for example, Education Away can be costly, and Community-Based / Service Learning requires transportation.

- To encourage faculty participation in these collaborative and impactful courses, we suggest that teaching a 4-credit interdisciplinary team-taught course count as 3 credit hours in the workload of each of the two faculty members, provided that the course meets a minimum enrollment of 35 students. To make this cost-effective for Departments/Schools, the revenue stream needs to be equally divided between the home units of the two faculty regardless of how students register.

### **EMBEDDED LITERACIES**

The new GE program proposal asserted that advanced writing and data analysis are literacies that are meant to be developed throughout a student’s major coursework and higher education experience. In an era of big data, evidence-based policy making, and interconnected societies, data analysis, technology, and advanced writing have all become essential for a contemporary general education program.

The Subcommittee recommends that the GE program include all three of these literacies, whether they be within the major, within the Theme courses, or a combination of both. Doing so will enable our students, in the short term, to succeed in their major programs. Simultaneously, they will be equipped to engage in civic life. These literacies will also impact graduates for the rest of their lives, as they engage in life-long learning.

The Subcommittee established much stronger rationale statements and developed expected learning outcomes (Appendix A) for each of the three embedded literacies.

Implementation includes the following steps:

- advanced writing, data analysis, and technology be referred to going forward as “embedded literacies.”
- students take a course (or courses) that address the ELOs for embedded literacies in each of the following content areas: data analysis, advanced writing, and technology.
- Adopt two options through which students may satisfy this requirement:
  - a. Faculty may select a required course or courses in their major programs that contain significant instruction in one or more of these literacies and submit the course or courses for approval.
  - b. Major programs may require their students to take approved courses in one or more of these literacies from other units.
- Programs are encouraged to submit plans that take all three literacies into consideration. That is, advanced writing could be fulfilled via modules in more than one course, or data analysis might be fulfilled by designating a course in another unit. Programs should consider what options best meet the needs of their students while ensuring instruction in all three literacies.

- An Embedded Literacies Subcommittee of ULAC-GE should be formed to oversee the approval of advanced writing courses, as well as data analysis courses and technology courses. This will ensure that these skills are “offered at the appropriate standard” and “meet GE requirements.” This will also ensure that “majors, college degree programs, or courses within them” incorporate the three literacies in ways that align with best pedagogical practices.
- It is expected that all major programs will develop a plan for students to achieve the three embedded literacies, and submit that plan to ULAC-GE prior to Autumn 2022.
  - ULAC-GE will review and make approval decisions about each program’s embedded literacies plan.
  - If programs require curricular changes to accommodate the embedded literacies into their programs (e.g. adding courses, changing electives or requirements), CAA will make approval decisions regarding those curricular changes.

### **THE REGIONAL CAMPUSES AND ATI**

A General Education program is central to the mission of our four Regional Campuses and ATI, and represents a large component of their instructional offerings. These campuses play an important role in supporting the University’s land grant mission. They are access points and provide a pipeline for degree completion (on their own campus or in Columbus) for traditionally vulnerable student populations.

The central implementation issue for these campuses, with relatively small numbers of faculty and staff, is to be full participants in the new GE, in course development and offering, and have the resource base needed to implement a GE that has distinctive instructional/advising needs, especially for the new Bookends and Themes.

To address specific regional campus needs, the subcommittee recommends that:

- All courses approved for Foundations or Themes automatically be approved for delivery on all campuses, with the understanding that offerings of those courses by non-tenure-track faculty on the regional campuses require approval of the instructor by the course's home unit.
- With regard to the Themes:
  - In the development of Theme courses, Columbus campus departments/schools/colleges include their regional campus faculty in decision making.
  - Any new Themes added need to be accessible to students on the regional campuses.
  - No more than two new Themes get added at a time moving forward after 2022, to ensure regional campus inclusion in their offering.
  - Qualified associated faculty/lecturers may teach Theme courses.

- With regard to integrative Theme courses:
  - Work to ensure that at least some 4-credit Theme courses, in addition to 3-credit Theme courses, be offered on regional campuses
  - The support mechanisms recommended by the High-Impact Practices Subcommittee to lower the barrier of access to such courses for students with economic challenges be extended to students on regional campuses.
- With regard to Bookends, ensure that students from all campuses can access at least some offerings of each Faculty Thread presentations through distance delivery, and that the technological and logistical supports to do so are in place.
- Regional campuses and ATI have access to central course redesign funds for the new GE. Central support also will be needed in the areas of: transitional advising support; Bookend coordinators; and potential instructional deficits during the transitional period.
- The University continues to work with the Ohio Department of Higher Education (ODHE) on changes in the Associate of Arts degree programs, in light of the reduced Foundation course requirements. ODHE is currently engaged, with all 36 public universities and community/technical colleges, on a potential revision to the Ohio Transfer Module.

## **ADVISING**

Based on the presumption that full implementation will occur in Autumn 2022, the Subcommittee recommends that:

- The University formally pledges that the new GE will lead to no harm to students with respect to degree completion and time to degree. That pledge needs to be shared and supported across the University.
- All new incoming students in AU22 and thereafter be informed that they will follow the new curriculum.
- During the initial transition interval (2022-2023 and 2023-2024), as course development for the new GE is in progress, we recommend that exceptions be more liberally allowed so that students can articulate their Advance Placement (AP), College Credit Plus (CCP); and other earned credits into the new GE.
- With respect to students who enroll prior to Autumn 2022, students should have the option of moving to the new GE curriculum or using the former GE curriculum.
- ULAC-GE should have a subgroup whose responsibility it is to establish guidelines for approving exceptions.
- Support resources must be provided during the transition period for staff, current or new temporary, to complete the tasks at hand; for technology needs for areas such as website

updates, student transition plans, and delivery of the Bookends courses; and for degree audits and Registrar-related work.

In addition, the Subcommittee urges that:

- Committees established to implement aspects of the new GE include members of the advising community.
- Within ULAC-GE there be a committee to address issues related to Bookends that are likely to emerge, the answers to which are not needed immediately, such as:
  - what is the overlap with the existing Survey course?
  - which transfer students will be required to take the first Bookend course?
  - what roles are advisors expected to play regarding the second Bookend?
- Any student clearly identified as only pursuing an Associate of Arts degree, should not be required to take the Bookends courses.
- With regard to a time limit for continuation/completion of the existing GE, after which any returning/continuing student from the previous GE will have to develop an acceptable transition/completion plan, the recommendation is 3 years.

## **POLICIES AND PROCEDURES**

For all academic units, the policies and procedures for GE implementation are a central issue in moving forward. This Subcommittee established a set of guiding values to ensure that the implementation process included enough time – in several ways – to develop a high quality program that was sensitive to faculty and staff responsibilities in the process; that ensured successful student progress; that was sensitive to the special circumstances of regional campuses; and that acknowledged the importance of connections with partners such as high schools and community and technical colleges.

This Subcommittee report benefitted substantially from input provided on its draft document. It now focuses on governance and monitoring structures - specifically the University-level Advisory Committee for the GE (ULAC-GE) - and the course approval process through the College of Arts and Sciences Curriculum Committee (ASCC).

The Subcommittee recommends that:

- The implementation process begin immediately, with complete pathways through the new GE ready by Autumn 2022. All students entering the University on or after that semester will be expected to complete the requirements of the new GE program. Those entering in 2021 may elect to complete the new GE through administrative action by their advisor. This aligns with recommendations of the Advising Subcommittee.
- Like all academic programs, the new GE is overseen by the University Senate's Council on Academic Affairs (CAA), and the Committee recommends maintaining a strong

collaboration with the ASCC in administering curricular approval processes and GE assessment. This recommendation acknowledges the importance of broad participation from all undergraduate colleges in monitoring and supporting the new GE.

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. It is acknowledged that some programs across the university are heavily prescribed due to issues of accreditation or to provide appropriate preparation for post-graduate education. It is understood that the revised GE is accounting for more credit hours in those programs than the current GE does, and therefore free electives in those programs will be limited. However, for major programs in which the revised GE will have fewer credit hours than the current GE, one of the goals of the revised GE is to open more free electives in order to allow students to explore education that is tailored to their broader intellectual interests. Therefore, CAA will provide oversight to ensure that major programs do not dictate the use of a significant number of credit hours outside of the major or unnecessarily expand major requirements to the detriment of free electives. This practice will give students the freedom to pursue this unique aspect of their education.

- CAA will be supported in its oversight of the GE, by the University-Level Advisory Committee to the GE (ULAC-GE), a Subcommittee of CAA.

## **ULAC-GE**

- ULAC-GE will:
  - Analyze and summarize annual trends in GE offerings and enrollments.
  - Review course assessment data and assess the attainment of goals for elements within the GE (Bookends, Themes) and the GE program as a whole – done in collaboration with ASCC (where courses are assessed) and CAA (where program assessment resides).
  - Advise CAA on proposals to revise the GE program.
  - Undertake special reviews and projects as warranted.
  - Regularly share information with internal committees/constituencies.
- With regard to ULAC-GE composition:
  - It will be chaired by the Associate Dean of Undergraduate Education.
  - Voting membership should be inclusive, with strong representation from the College of Arts and Sciences, given that it is the home of the liberal arts; and the opportunity for representation from all other undergraduate colleges; regional campuses; and undergraduate students. Reflecting the intent of shared governance of this shared program, no college will have a majority stake in ULAC-GE. Non-voting membership should include advising and the Office of the University Registrar.
  - Faculty members on ULAC-GE should, preferably, be in non-administrative roles.



- The proposed composition of ULAC-GE (26 members total):
  - Chair: Associate Dean for Undergraduate Education
  - 9 faculty from the College of Arts and Sciences
  - At least 2 members each from each of the three divisions
  - 2 of the members are to be from Regional campuses
  - 2 faculty from the College of Engineering
  - 1 member should be from the Knowlton School of Architecture
  - 2 faculty from the College of Food, Agriculture, and Environmental Sciences
  - 2 faculty from College of Education and Human Ecology
  - 1 faculty from Fisher College of Business
  - 1 faculty from College of Social Work
  - 1 faculty from College of Public Health
  - 1 faculty from College Health and Rehabilitation Sciences
  - 1 faculty from College Dentistry
  - 1 faculty from College of Pharmacy
  - 1 faculty from College Nursing
  - 1 faculty from John Glenn College of Public Affairs
  - 2 undergraduate students
- ULAC-GE should have the authority to establish (alter, remove) subcommittees as the GE is implemented.
  - Among the regular committees anticipated for ULAC-GE are Themes Advisory Committees (one for each Theme, staffed at some level every year, with larger committees during Implementation and Transition), a New Theme Committee (staffed during cyclical call for and development of new Themes), and an Assessment Committee (staffed at some level every year). Committees dealing with temporary issues will be staffed as needed; through Implementation and Transition, these are likely to include (as suggested in other sections of this Report) ones focused on Bookends, Foundations, Embedded Literacies, and Advising and Transition.
  - It can take advantage of existing units/committees to assist in some activities: the Office of Academic Enrichment to monitor the intersection of the GE with high-impact (integrative) courses; and 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 to ULAC-GE annually.
  - A schematic of the composition and subcommittees of ULAC-GE is presented in Appendix C.

### **GE Course Approval and Assessment**

The Subcommittee recommends the following initial processes for course approval within the GE. A simplified overview of the approval process for GE courses is provided as Appendix D.

- The College of Arts and Sciences Curriculum Committee (ASCC) will continue to

lead the curricular approval process.

- Foundation courses will be reviewed following the current process – by disciplinary panels supplemented with faculty from other colleges.
- For Themes:
  - The Subcommittee endorses the process for Theme approval proposed by the Themes Subcommittee (above).
  - Any course proposed for a Theme will need to be approved first by the unit’s college curricular approval process. Existing courses have already met 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.
    - 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 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.
    - 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, will review assessment data for each Theme, and report on these to ULAC-GE. Affirmation of content appropriateness by a Theme Advisory Panel 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.
- Aspects of the curricular approval process be expedited:
  - Courses approved for the current GE will be automatically approved within the Foundations when there is alignment with the new ELOs, and there is no change in mode of delivery, number of credits, contact or credit hours.
  - Current GE courses revised in minor ways for the Foundations will be evaluated on a case-by-case basis and either approved administratively or sent to the ASCC disciplinary panel.
  - Courses submitted for inclusion in the new “Race, Ethnic, and Gender Diversity” Foundation category that are currently offered in another GE category will be evaluated on a case-by-case basis and be approved administratively or by panel.
  - Existing courses that seek approval within Themes and do not seek to change content, credit hour, or delivery mode, will be routed to the Themes panel directly.

- Theme Advisory committees, or a subset thereof, should participate in the Assessment of those Themes. In addition to attainment of ELOs, this committee will monitor and report to ULAC-GE on enrollment and the breadth of participation in the Themes (by students and by academic programs).
- New or modified courses seeking inclusion in the new GE will not require assessment plans at the time of submission. Assessment plans for each category (each element within a Foundation or Theme) will be developed collaboratively by the faculty who offer courses within that category within 4 years of the launch of the new GE.
- 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. Colleges should discuss their needs and opportunities with the Office of Distance Education and eLearning (ODEE) as soon as practical so that ODEE can develop coordinated and comprehensive plans to support units with the development and delivery of online courses.

### **Moving Forward**

To meet the goal of a 2022 implementation, effort will need to begin immediately after endorsement of the Implementation Plan. Units can submit courses for consideration for Foundations immediately, and approval can occur through Summer 2020 for those courses unchanged in format or content. To help ensure continuous progress:

- College curriculum committees, depending on size and the nature of their workload (differing between colleges that have department/schools and those that do not), and ULAC-GE should convene year-round starting in the 2020/2021 academic year and extending through 2022, and perhaps a few years beyond.
- Staffing recommendations for those committees should begin soon, with suggestions to OAA by the end of May 2020.
- For colleges where the workload will be substantial – notably ASCC – some compensation for faculty for their effort should occur – with their involvement considered positively in performance reviews.

In addition, the Subcommittee recommends:

- That working groups be convened in the Office of the University Registrar and Admissions and Recruiting to address a variety of implementation issues – such as degree audits, course scheduling, and room availability.
- That Carmen Canvas be an important component of the new GE. Feedback from students repeatedly underscores their desire to have 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 is a strong Subcommittee recommendation.

- The Office of Academic Affairs has discussed with the full GE Implementation Committee, and it is a guiding value of this Subcommittee, that we have a responsibility to work with our partners in K-12 school districts and our community and technical college transfer partners, to help them plan for and adjust to this new GE program.

## APPENDIX A

### EXPECTED LEARNING OUTCOMES

#### GE Program

GE Program Goals and Objectives	
Goals	Expected Learning Outcomes
<p><b>Goal 1: INTELLECTUAL &amp; COGNITIVE SKILLS:</b> Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life.</p>	<p><b>Successful students are able to ...</b></p> <p><b>1.1</b> Locate and select information sources that are credible, relevant, and appropriate to the context.</p>
	<p><b>1.2</b> Demonstrate critical and logical thinking by analyzing and integrating information from multiple sources and disciplines.</p>
	<p><b>1.3</b> Read, listen, compose, and speak in a variety of genres and modalities for a range of purposes and audiences.</p>
	<p><b>1.4</b> Apply learned concepts and skills to new situations.</p>
<p><b>GOAL 2: MODES OF INQUIRY:</b> Successful students will engage with and apply a range of important modes of human thought, inquiry, and expression.</p>	<p><b>2.1</b> Analyze, explain, and evaluate modes of thought, inquiry, and expression current in art, cultural studies, design, history, literary studies, mathematics, natural sciences, philosophy, social sciences, and technology.</p>
	<p><b>2.2</b> Use methods of research, inquiry, creativity, and discovery across disparate disciplines to generate and respond to socially and ethically important topics.</p>
<p><b>GOAL 3: EDUCATED GLOBAL CITIZENSHIP:</b> Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national, and global settings.</p>	<p><b>3.1</b> Describe, analyze, and discuss the institutions and the diverse cultural traditions of both the U.S. and other nations, and issues of global interdependence.</p>
	<p><b>3.2</b> Examine, critique, and appreciate various expressions and implications of diversity, equity, and inclusion, both within and beyond U.S. society.</p>
	<p><b>3.3</b> Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world.</p>
	<p><b>3.4</b> Apply the knowledge, skills, attitudes and qualities of an interculturally competent global citizen in a range of contexts and across human differences.</p>
<p><b>GOAL 4: EMOTIONAL, SOCIAL, AND PROFESSIONAL ABILITIES:</b> Successful students will demonstrate skills and abilities needed for engaged citizenship, and personal and professional growth.</p>	<p><b>4.1</b> Describe and apply skills needed to maintain resiliency and personal well-being in contemporary society.</p>
	<p><b>4.2</b> Plan for personal, professional, and career development.</p>
	<p><b>4.3</b> Employ technology effectively and ethically to enhance academic, professional, and personal life.</p>
	<p><b>4.4</b> Appreciate and participate in a culture of engagement and service.</p>
	<p><b>4.5</b> Work collaboratively with others to achieve shared goals.</p>

## Foundations Courses

Foundations: Writing and Information Literacy	
Goals	Expected Learning Outcomes
<p><b>GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.</b></p>	<p><b>Successful students are able to ...</b></p> <p><b>1.1</b> Compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.</p>
	<p><b>1.2</b> Use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.</p>
	<p><b>1.3</b> Generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.</p>
	<p><b>1.4</b> Evaluate social and ethical implications in writing and information literacy practices.</p>
<p><b>GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.</b></p>	<p><b>2.1</b> Demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.</p>
	<p><b>2.2</b> Locate, identify and use information through context-appropriate search strategies.</p>
	<p><b>2.3</b> Employ reflective and critical strategies to evaluate and select credible and relevant information sources.</p>

Foundations: Mathematical and Quantitative Reasoning	
Goals	Expected Learning Outcomes
<p><b>Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.</b></p>	<p><b>Successful students are able to ...</b></p> <p><b>1.1</b> Use logical, mathematical and/or statistical concepts and methods to represent real-world situations.</p>
	<p><b>1.2</b> Use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.</p>
	<p><b>1.3</b> Draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.</p>
	<p><b>1.4</b> Make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.</p>
	<p><b>1.5</b> Evaluate social and ethical implications in mathematical and quantitative reasoning.</p>

<b>Foundations: Literary, Visual, and Performing Arts</b>	
<b>Goals</b>	<b>Expected Learning Outcomes</b>
<b>Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.</b>	<b>Successful students are able to ...</b>
	<b>1.1</b> Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
	<b>1.2</b> Describe and explain how cultures identify, evaluate, shape, and value works of literature, art and design.
	<b>1.3</b> Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
<b>Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.</b>	<b>1.4</b> Evaluate social and ethical implications in literature, visual and performing arts, and design.
	<b>2.1</b> Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
	<b>2.2</b> Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

<b>Foundations: Historical and Cultural Studies</b>	
<b>Goals</b>	<b>Expected Learning Outcomes</b>
<b>Successful students will meet the goals for <i>either</i> a Historical Studies (A) or Cultural Studies (B) course.</b>	<b>Successful students are able to ...</b>
	<b>1.1A</b> Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
	<b>1.2A</b> Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
	<b>1.3A</b> Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.
<b>Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.</b>	<b>1.4A</b> Evaluate social and ethical implications in historical studies.
	<b>1.1B</b> Analyze and interpret selected major forms of human thought, culture, ideas or expression.
	<b>1.2B</b> Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.
	<b>1.3B</b> Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.
<b>Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.</b>	<b>1.4B</b> Evaluate social and ethical implications in cultural studies.

<b>Foundations: Natural Sciences</b>	
<b>Goals</b>	<b>Expected Learning Outcomes</b>
<b>GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, while gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.</b>	<b>Successful students are able to ...</b>  <b>1.1</b> Explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.
	<b>1.2</b> Identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.
	<b>1.3</b> Employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.
<b>GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.</b>	<b>2.1</b> Analyze the inter-dependence and potential impacts of scientific and technological developments.
	<b>2.2</b> Evaluate social and ethical implications of natural scientific discoveries.
	<b>2.3</b> Critically evaluate and responsibly use information from the natural sciences.

<b>Foundations: Social and Behavioral Sciences</b>	
<b>Goals</b>	<b>Expected Learning Outcomes</b>
<b>GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.</b>	<b>Successful students are able to ...</b>  <b>1.1</b> Explain basic facts, principles, theories and methods of social and behavioral science.
	<b>1.2</b> Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
<b>GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.</b>	<b>2.1</b> Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
	<b>2.2</b> Evaluate social and ethical implications of social scientific and behavioral research.
	<b>2.3</b> Critically evaluate and responsibly use information from the social and behavioral sciences.



<b>Foundations: Race, Ethnic, and Gender Diversity</b>	
<b>Goals</b>	<b>Expected Learning Outcomes</b>
<p><b>Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.</b></p>	<p><b>Successful students are able to ...</b></p>
	<p><b>1.1</b> Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.</p>
	<p><b>1.2</b> Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.</p>
	<p><b>1.3</b> Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.</p>
<p><b>Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.</b></p>	<p><b>1.4</b> Evaluate social and ethical implications of studying race, gender, and ethnicity.</p>
	<p><b>2.1</b> Demonstrate critical self- reflection and critique of their social positions and identities.</p>
	<p><b>2.2</b> Recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.</p>
	<p><b>2.3</b> Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.</p>

## Themes: General

Themes: General		
Goals	Expected Learning Outcomes	Notes
<b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.</b>	<b>Successful students are able to ...</b>	
	<p><b>1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.</p> <p><b>1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>	
<b>GOAL 2: GOAL: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</b>	<b>2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.	<i>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 instructors design at least one assignment that demonstrates the cross-disciplinary nature of the thematic issues</i>
	<b>2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	<p><i>n.b. The one-class structure will require students enroll in one, 4 credit theme focused course that is either integrative, interdisciplinary, and team-taught by faculty members from two different disciplines or is otherwise integrative and includes both classroom instruction and one of the following additional modes of learning: community-based learning, study away, engagement in active research or creative practice, or is taught in a world language other than English.</i></p> <p><i>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.</i></p>

INTEGRATIVE Theme courses will be Intentional, Interactive, and Reflective. See report of HIP subcommittee.

## Goals and ELOS specific to each THEME

Theme: Citizenship for a Just and Diverse World	
Goals	Expected Learning Outcomes
<b>GOAL 1: <u>Citizenship</u>: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.”</b>	<b>Successful students are able to ...</b>  <b>1.1</b> Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
	<b>1.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
<b>GOAL 2: <u>Just and Diverse World</u>: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.</b>	<b>2.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
	<b>2.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

N.B. The Lived Environments theme is intended to enable students to explore issues related to humans and their lived environments through both objective and subjective lenses inclusive of physical, biological, cultural and aesthetic space that individuals and groups occupy, and the relationship between humans and these environments. (adapted from ASCC Proposal for a Revised General Education Program, May 2019)

Theme: Lived Environments	
Goals	Expected Learning Outcomes
<b>GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.</b>	<b>Successful students are able to ...</b>  <b>1.1</b> Engage with the complexity and uncertainty of human-environment interactions.
	<b>1.2</b> Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
<b>GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.</b>	<b>2.1</b> Analyze how humans’ interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
	<b>2.2</b> Describe how humans perceive and represent the environments with which they interact.
	<b>2.3</b> -Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

N.B. The Ohio State Sustainability Education and Learning Committee defines a “sustainability course” as one that “acknowledges the fundamental dependence of humans on earth and environmental systems and addresses one or more aspects of the interdependence of human and natural systems...” and focuses its view of these interactions of human-natural systems through at least one of the dimensions of sustainability: “environmental & earth systems; economy & governance; society & culture; engineering, technology & design; and health & well-being.”

The above Expected Learning Outcomes were drafted to align with that description. It is expected that all courses in this theme will address the interaction of humans and natural systems and one or more other dimension of sustainability.

Theme: Sustainability	
Goals	Expected Learning Outcomes
<b>GOAL: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.</b>	<b>Successful students are able to ...</b>  1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.
	1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.
	1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

N.B. The listed “[nine dimensions of wellness](#)” refer to the model developed in 2014 after an extensive focus group process, conducted by the Ohio State Center for the Study of Student Life. The Wellness Collaborative, a group of OSU student, faculty and staff, took the lead on crafting the dimensions and defining them based on feedback that received from various stakeholder groups.

Other elements of human health and wellbeing may certainly be included in courses that address this theme.

Theme: Health & Wellbeing	
Goal	Expected Learning Outcomes
<b>GOAL: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)</b>	<b>Successful students are able to...</b>  1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
	1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

## Embedded Literacies

Goals and ELOs as reported by that committee on 12/4/19

Data Analysis Literacy	
Goal	Expected Learning Outcomes
<p><b>Successful students will meet the goals for <i>either</i> a Quantitative Data Analysis (A) or Qualitative Data Analysis (B) course.</b></p> <p><b>Quantitative Data Analysis (A) Goal: Successful students develop skills in drawing conclusions and critically evaluating results based on data.</b></p>	<p><b>Successful students are able to ...</b></p> <p><b>1.1A</b> explain basic concepts of statistics and probability.</p>
	<p><b>1.2A</b> apply methods needed to analyze and critically evaluate statistical arguments.</p>
	<p><b>1.3A</b> recognize the importance of statistical ideas.</p>
	<p><b>1.4A</b> evaluate the social and ethical implications of data collection and analysis, especially in relation to human subjects.</p>
<p><b>Qualitative Data Analysis (B) Goal: Successful students develop skills in drawing conclusions and critically evaluating results based on data.</b></p>	<p><b>1.1B</b> explain the utility of different approaches to qualitative data analysis.</p>
	<p><b>1.2B</b> apply key methods and tools in qualitative data analysis.</p>
	<p><b>1.3B</b> interpret the results of qualitative data analysis to answer research question(s).</p>
	<p><b>1.4B</b> evaluate the social and ethical implications of data collection and analysis, especially in relation to human subjects.</p>

Advanced Writing	
Goal	Expected Learning Outcomes
<p><b>Goal 1: Successful students develop advanced skills in inquiry, critical thinking, composing, and communicating for a specific purpose, context, and audience using an appropriate genre and modality.</b></p>	<p><b>Successful students are able to ...</b></p> <p><b>1.1</b> Investigate and integrate knowledge of the subject, context, and audience with knowledge of genres, conventions and rhetorical choices to advance a particular writing objective.</p>
	<p><b>1.2</b> Use credible and relevant sources of information, evaluate assumptions, and consider alternative viewpoints or hypotheses to express ideas and develop arguments.</p>
<p><b>Goal 2: Successful students apply knowledge of writing and research to specific contexts.</b></p>	<p><b>2.1</b> Reflect on how they adapt rhetorical and research strategies they have learned to new contexts.</p>
	<p><b>2.2</b> Develop scholarly, creative, or professional products that are meaningful to them and their audience.</p>

Advanced Writing	
Goal	Expected Learning Outcomes
	2.3 Evaluate social and ethical implications of writing and information literacy practices.

Technology	
Goal	Expected Learning Outcomes
<b>Goal: Successful students develop a critical appreciation of the relations between technologies and their contexts (social, cultural, and historical), and of the range of effects and consequences (legal, ethical, political) produced or enabled by particular technologies.</b>	<b>Successful students are able to ...</b>
	1.1 Critically describe the relationships between technology and society in historical and cultural contexts.
	1.2 Recognize how technologies emerge and change.
	1.3 Evaluate the social and ethical implications of technology.

## Bookend Courses

Bookends: Launch Seminar	
Goals	Expected Learning Outcomes
<b>Goal 1: Develop an understanding of the purpose and structure of the GE.</b>	<b>Successful students will be able to ...</b> <b>1.1</b> Describe the integrative nature of the structural elements of the GE.
	<b>1.2</b> Demonstrate comprehension of the purpose of the GE.
<b>Goal 2: Begin to develop critical skills and habits to navigate the academic environment.</b>	<b>2.1</b> Use technology effectively to accomplish academic and personal goals.
	<b>2.2</b> Demonstrate basic familiarity with the ePortfolio system.
	<b>2.3</b> Critically consider implications of information and technology use.
<b>Goal 3: Articulate students' academic and program goals and find opportunities to express those goals within the GE from various disciplinary perspectives.</b>	<b>3.1</b> Articulate one's academic identity, motivations, and curiosity.
	<b>3.2</b> Develop a plan to investigate a personal, societal, or global question within the GE from various disciplinary perspectives.

Bookends: Reflection Seminar	
Goals	Expected Learning Outcomes
<b>Goal 1: Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life by reflecting on a range of important modes of human thought, inquiry, and expression.</b>	<b>Successful students will be able to ...</b> <b>1.1</b> Reflect on their developing academic motivation as well as emerging professional or disciplinary identities.
	<b>1.2</b> Critically evaluate their experiences as engaged citizens and leaders with significant questions spanning a range of important modes of human thought, inquiry, and expression.
<b>Goal 2: Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national, and global settings.</b>	<b>2.1</b> Reflect on their developing intercultural competency.
	<b>2.2</b> Critically evaluate one's understanding and awareness of the global context, and to recognize opportunities to contribute to and shape the larger world.
<b>Goal 3: Successful students will demonstrate skills and abilities needed for engaged citizenship, and personal and professional growth.</b>	<b>3.1</b> Reflect on personal development in the areas of curiosity, imagination, adaptability, and intentionality in order to achieve personal and professional goals.
	<b>3.2</b> Critically evaluate on the skills needed to maintain personal wellbeing and resiliency.

## **APPENDIX B**

Proposed calendar for proposals and selection of new Themes for implementation in Autumn  
2022

**Step 1:** May 1 - July 31, 2020: Call for New Theme Proposals (3 months)

**Step 2:** August 1 – August 31, 2020: University-Wide Community Review (1.0 months)

**Step 3:** September 1 – 30, 2020: Revisions Period Based on University-Wide Community Feedback (1.0 months)

**Step 4:** October 1 – 31, 2020: University Themes Review Committee- Round 1 (1 month)

**Step 5:** November 1 - December 11, 2020: Revisions Based on Feedback from the Review Committee (1.5 months)

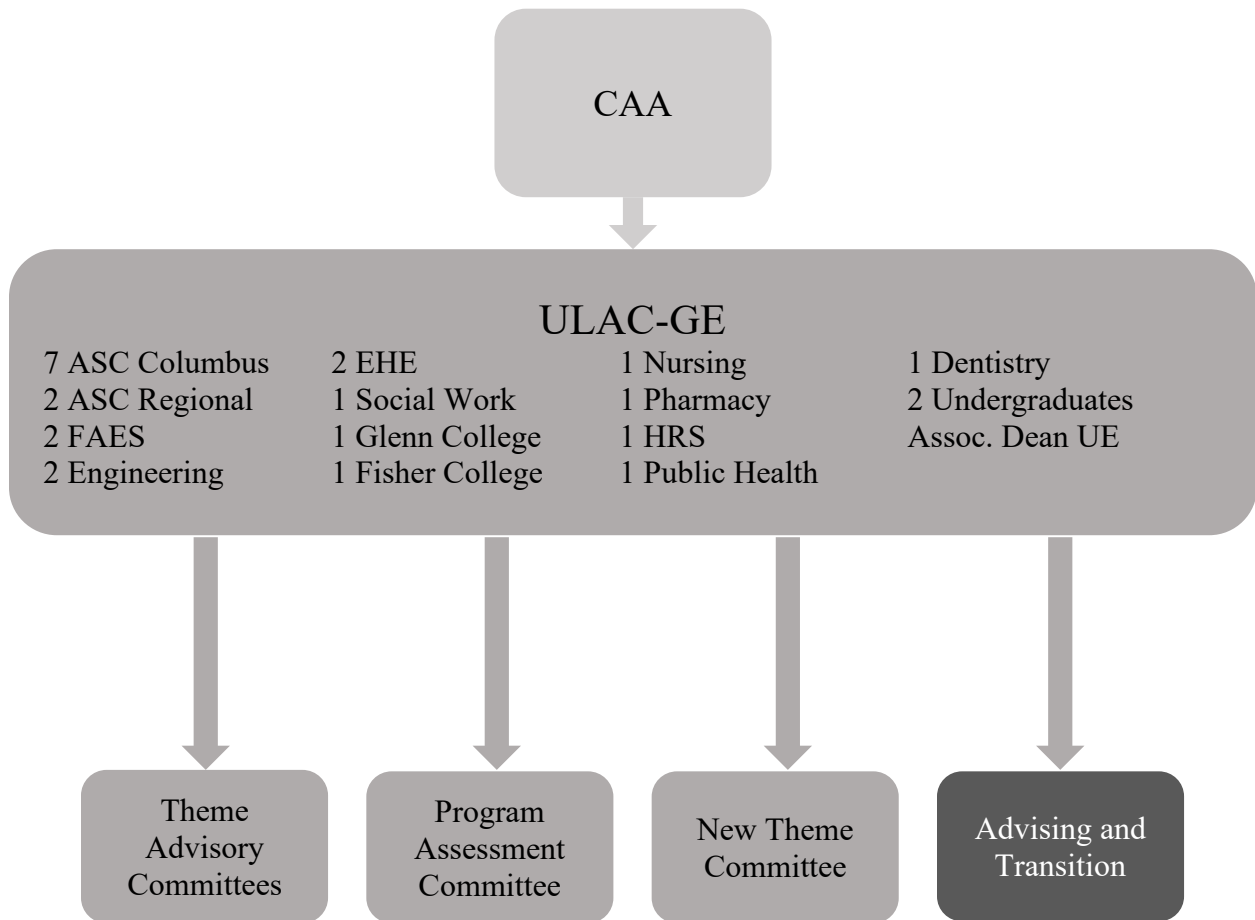
**Step 6:** January 4, 2021 – February 1, 2021: University New Themes Review Committee – Round 2 (1 month)

**Endpoint:** February 5, 2021: Announcement of New Themes and Feedback



### APPENDIX C

Organizational structure of ULAC-GE, with proposed composition of voting membership. Additional, non-voting members from Advising and the Office of the Registrar are also recommended. On an annual basis, the colleges will decide how to staff ULAC-GE and the number needed for quorum will be adjusted if colleges send fewer than their allocated representatives.

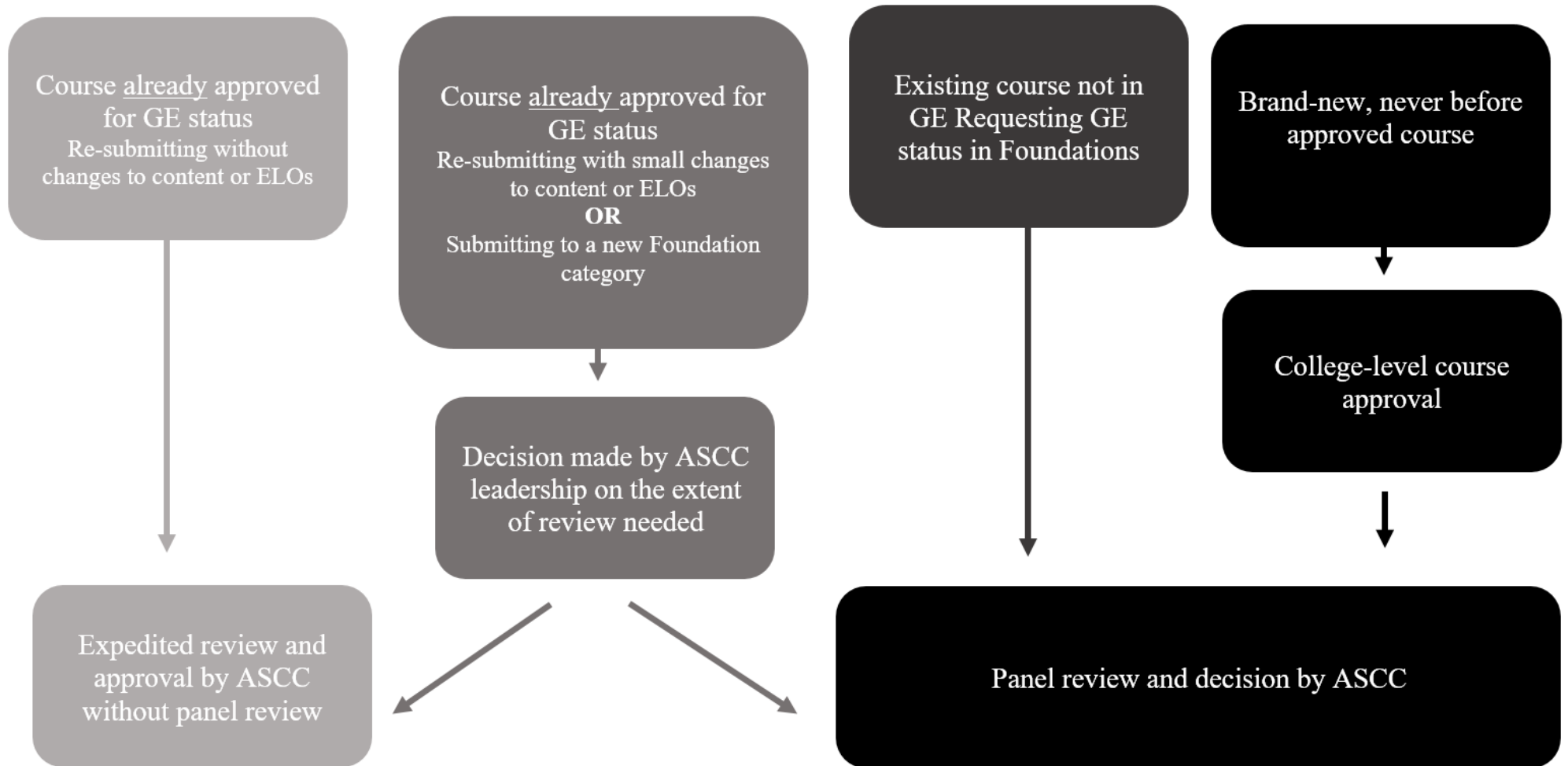


Light gray boxes are subcommittees that are convened regularly; dark gray boxes are subcommittees that are convened on an as-needed basis. Subcommittees will include non-members of ULAC-GE in addition to members of ULAC-GE.

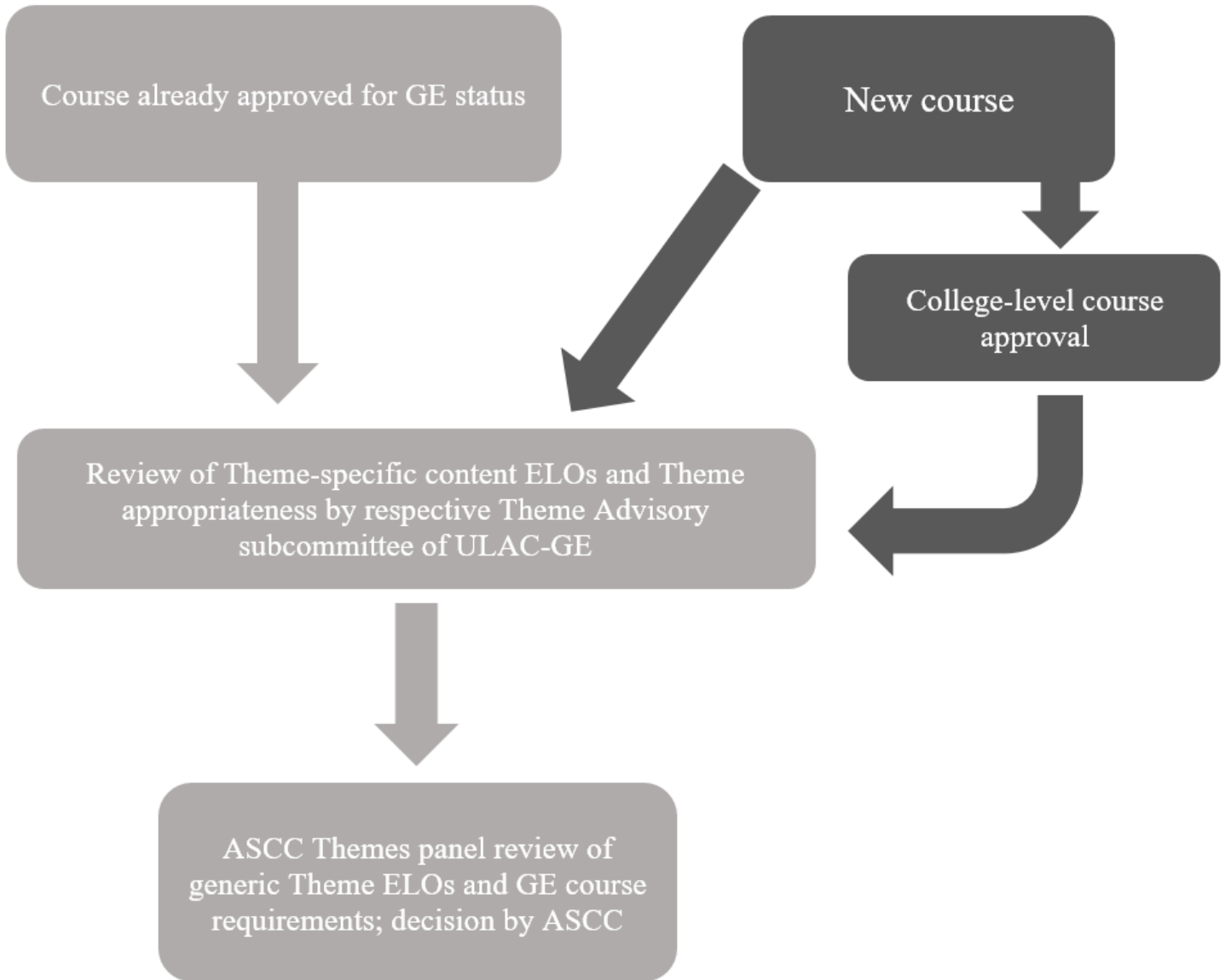
**APPENDIX D**

Workflow charts for course approvals in the Foundations and the Themes categories of the new GE

**Course Proposal Workflow for Inclusion in Foundations of the New GE**



### Course Proposal Workflow for Inclusion in Themes of the New GE



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