

ASCC PROPOSAL FOR A REVISED GENERAL EDUCATION PROGRAM

In Spring 2018, OAA released a proposal developed by a faculty-led review committee for a new, University-wide General Education Curriculum. The proposal responded to the charge from the University Level Advisory Committee on the General Education (ULAC) through a multi-semester process of discussion, study, and development involving faculty, students, and staff. The Review Committee proposal and a discussion of the process that led to its development is available [here](#). The Arts and Sciences Curriculum Committee (ASCC) has revised the initial proposal following extensive discussion with the Arts and Sciences Senate and with important feedback from units and from the regional campuses.

Our proposal aims to create a bolder, more distinctive identity for General Education at OSU and to accomplish this within a smaller credit footprint. The General Education Curriculum proposed here meets Ohio State's goal of building distinguished academic programs and embraces the Land Grant mission and emphasis on service embodied in the motto "Disciplina in civitatem."

We propose a General Education Program with three parts (see Diagram). The program is introduced and connected to student goals and experiences in a 1-credit GE Seminar. Courses in the Foundation address the breadth of modes of inquiry and fundamental skills. The Foundation courses prepare students for their subsequent, focused coursework in specific Themes and follows the Ohio Transfer Module except in including a foundational course in Race, Gender, and Ethnic Diversity. The program is assessed through a 1-credit Reflection portfolio that gathers student work and provides opportunities for reflection and synthesis of the Program. Through this GE Program, students will cultivate knowledge, skills, and attitudes that cross disciplinary boundaries and extend to areas outside specialized study programs.

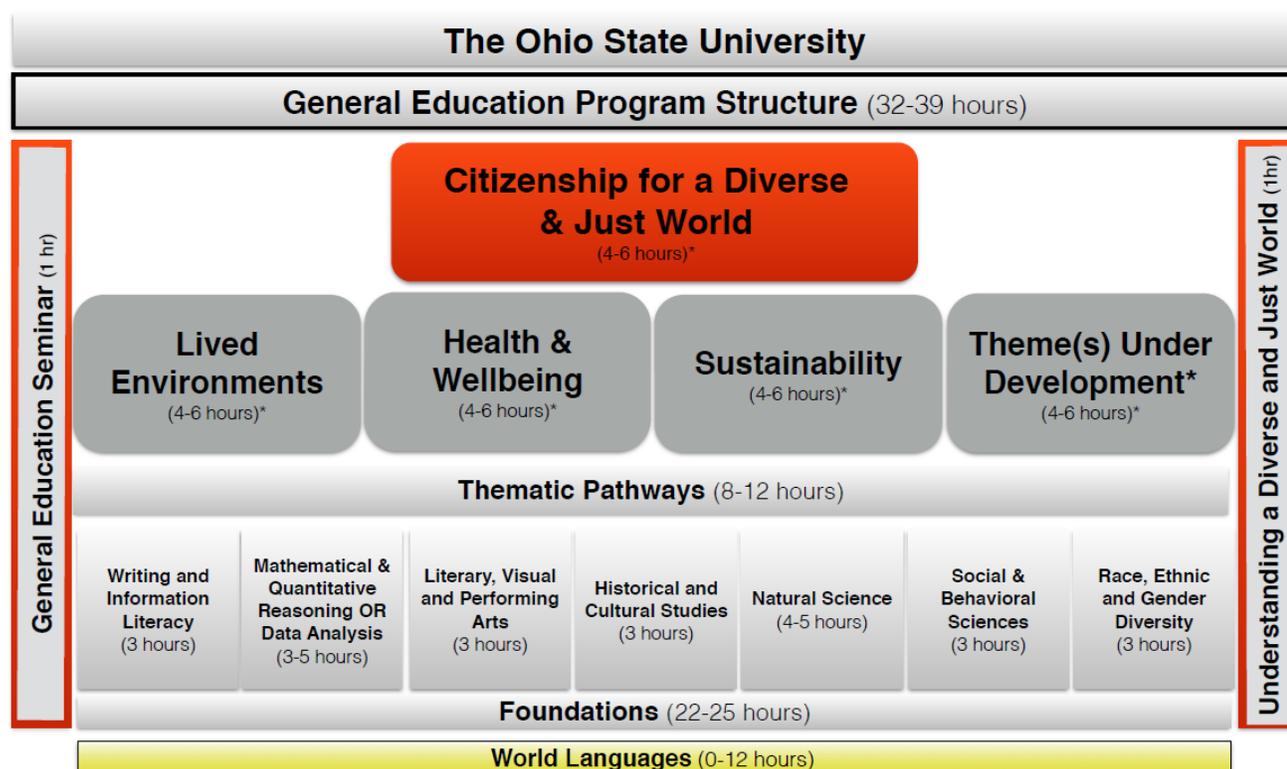
We propose to pair this GE with a College of Arts and Sciences requirement for World Languages (see diagram and letter from World Languages faculty). The World Languages requirement expands on Arts and Sciences' commitment to developing global competence in its students and to educating students for global citizenship. We propose these together because our acceptance of the GE is qualified on accepting and planning for a World Languages component. We urge other Colleges and programs within Colleges to adopt a similar requirement and provide a template that has been endorsed by the departments offering World Languages that will help them do this.

Details of implementation remain to be discussed for many aspects of this proposal. These include, but are not limited to, program-level learning outcomes, specific learning outcomes for each category (Bookends, Foundations, Themes) and the subcategories within them, the process for selecting and evaluating the choice Themes, and credit-sharing for team-taught courses. An appended document entitled "Implementation Recommendations" outlines issues identified through our deliberations and provides recommendations on possible solutions to these issues.

Discussions about the General Education within Arts and Sciences have recognized the goal of a single General Education Program for all undergraduates at OSU, regardless of their campus or college affiliation. In that spirit, ASCC advances a proposal that reflects feedback from our colleagues at the regional campuses and from our colleagues in other colleges. Our discussions about the ways in which our proposed General Education Program might involve students and faculty in the other colleges have been predicated on assurances from OAA about monitoring and mitigating the fiscal impact of the new curriculum on the College of Arts and Sciences. We expect that the Arts and Sciences Faculty Senate and Arts and Sciences Curriculum Committee will lead local and University-wide discussions about these implementation issues, and that Arts and Sciences will retain its role in approving and assessing courses in the GE.

We, the Curriculum Committee of the College of Arts and Sciences, move that The Arts and Sciences Senate adopt the General Education Program detailed here on behalf of the faculty of the College of Arts and Sciences. Approval of this proposal indicates approval of the structure, distribution of credits, and general framework specified here. This approval is understood to be contingent on the fiscal assurances from OAA and on the details of implementation, which affect both the academic value of the revised GE and the fiscal impact of implementing it. *As plans for implementation advance, the Steering Committee of the ASC Senate, with input from the ASC Associate Dean for Curriculum and the Executive Dean of Arts and Sciences, will evaluate and communicate progress towards meeting these contingencies to the full ASC Senate and ensure that the perspective of the Senate is communicated to OAA. Final approval of the*

implementation plan for the revised General Education curriculum will require a future affirmative vote of the ASC Senate after the implementation plan is complete.



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

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

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

Special Notes

The World Languages requirement for BA and BS degrees in ASC expects students to demonstrate proficiency to the level recognized at OSU as 1103. Students placing below this level will take courses to meet this proficiency level; students who test beyond this level do not need to take additional courses. See Implementation Recommendations for details.

Opportunities to develop proficiency in data analysis and in writing are expected as part of the major program. Major programs that do not have interest or capacity to develop writing-intensive courses should require a course in writing offered by the Department of English, School of communication, or other appropriate unit. See Implementation Recommendations for details.

* The Themes included in the second level are the “Choice” Themes: students take courses in one of these, and in “Citizenship for a Diverse and Just World.” The Choice themes specified are those developed by the faculty of the GE Review Committee. The unspecified Choice Themes allow for additional Themes to be developed. The Choice Themes will all be evaluated, modified, and may be taken out of rotation. See Implementation Recommendations for details.

Lived Environments (previously “Places and Spaces”)

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

Sustainability

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

Health and Wellbeing

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

† Students have the opportunity to satisfy the Themes by taking either 2, 3-credit classes or by a single 4-credit course that uses High Impact Practices (see definitions of these practices in Implementation Recommendations).