Proposed Adjustments to General Education Program

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Adjustment</th>
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<tbody>
<tr>
<td><strong>Tier I: Academic Foundations</strong></td>
<td><strong>Academic Foundations</strong></td>
</tr>
<tr>
<td>Writing 6</td>
<td>Writing 6</td>
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<tr>
<td>Speaking 3</td>
<td>Speaking 3</td>
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<tr>
<td>Quantitative Reasoning 3</td>
<td>Mathematics, Statistics, &amp; Logic 3</td>
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<tr>
<td><strong>Tier II: Disciplinary Areas</strong></td>
<td><strong>Breadth of Knowledge</strong></td>
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<tr>
<td>Arts and Humanities 9</td>
<td>Arts and Humanities 9</td>
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<tr>
<td>Natural Science, including lab 7</td>
<td>Natural Science, including lab 7</td>
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<tr>
<td>Social Science 6</td>
<td>Social Science 6</td>
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<tr>
<td><strong>Tier III: Tags—one course in each area</strong></td>
<td><strong>Diversity</strong></td>
</tr>
<tr>
<td>Domestic Diversity</td>
<td>Domestic Diversity 3&lt;sup&gt;a, b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Global Diversity</td>
<td>Global Diversity 3&lt;sup&gt;a, b&lt;/sup&gt;</td>
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<tr>
<td>Complex Systems</td>
<td>Complex Issues Facing Society 3&lt;sup&gt;b&lt;/sup&gt; or</td>
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<tr>
<td>Critical Thinking</td>
<td>Approved Capstone in major</td>
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<td>Note: Many tagged courses also fulfill requirements in the major or in Tier II.</td>
<td>&lt;sup&gt;a&lt;/sup&gt; may overlap with Breadth of Knowledge</td>
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<tr>
<td>&lt;sup&gt;b&lt;/sup&gt; may be in the major</td>
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<tr>
<td><strong>Total Credit hours: 37-46</strong></td>
<td><strong>General Education credit hours: 43</strong></td>
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<tr>
<td>(up to 9 credits may overlap or be in the major)</td>
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What will change, and why?

1. The category “Quantitative Reasoning” will change to “Mathematics, Statistics, & Logic.”

   The courses in our program do not fit well with quantitative reasoning learning outcomes; instead, they adhere to disciplinary outcomes of Mathematics and Statistics. This change would give students an additional option of using Logic to fulfill this requirement, bringing our program in line with the Ohio Transfer Module categories.

**Proposed LOs:** During the 2016 assessment process it was determined that the LOs did not meet college level mathematics requirements and the data did not provide meaningful feedback. The updated LOs were developed by the faculty from math, technical math, statistics and philosophy.

1. Identifies the appropriate method for solving the problem(s)
2. Uses the appropriate method to solve the problem(s) correctly
3. Demonstrates effective disciplinary writing
   (Approved by GEAC on 2/28/20)

2. The category “Critical Thinking” will be streamlined with the remaining General Education courses because critical thinking is embedded and assessed in all General Education courses. (Approved by GEAC on 2/14/20)

3. The name of “Complex Systems” will change to “Complex Issues Facing Society.” The current name causes widespread confusion, and the revised name better reflects the learning outcomes of this requirement. (Approved by GEAC on 9/13/19)

4. The program structure will change from three tiers to four areas. The concept of “tags,” which has caused significant confusion, will be replaced by two descriptive categories: Diversity (two courses) and Integrated & Applied Learning (one course). (Approved by GEAC on 2/14/20)

5. Currently, we require all students to take a Complex Systems course. We anticipate issues with providing enough courses. In the adjusted program, there will be two options for fulfilling the Integrated and Applied Learning requirement: a Complex Issues course or an approved capstone course in the major. This change ensures there will be sufficient courses available to students. The addition of capstone courses strengthens the integration of general education learning outcomes in the major.

   To be approved as an “Integrated and Applied Learning” course, capstones in the major would document how their courses require students to demonstrate the following:
   - Effective communication
   - Critical thinking
   - Integration and application of broad and specialized knowledge
   - Application of ethics and social responsibility
   (Approved by GEAC on 2/14/20)

6. The learning outcomes for the former Tier III courses were clarified and slightly modified as a result of the assessment process. The following are the revised learning outcomes. (Approved by GEAC on 9/13/19)

**Domestic Diversity: Revised Learning Outcomes**

**LO 1: Knowledge of Domestic Diversity**
Students demonstrate knowledge of the perspectives and experiences of a non-dominant social group within the U.S., with attention to social and cultural contexts.

**LO 2: Recognition of Diversity and Power**
Student work reflects knowledge of how social groups within the U.S. are affected by power structures that determine hierarchies, inequalities, and opportunities.
LO 3: Application of Diverse Perspectives
Students use knowledge of diverse perspectives within the U.S. for analysis, interpretation, or problem solving.

LO 4: Understanding of Intersectionality
Students describe how dimensions of diversity intersect and overlap.

The course must cover all learning outcomes. The assessment assignment must address learning outcomes 1, 2, and 3.

Global Diversity: Revised Learning Outcomes

LO 1: Knowledge of Global Diversity
Students demonstrate knowledge of multiple worldviews and experiences, either within a nation (other than the U.S.) or among nations, with attention to social and cultural contexts.

LO 2: Application of Global Perspectives
Students use knowledge of global perspectives for analysis, interpretation or problem solving.

LO 3: Understanding of Global Relationships
Students describe global interconnectedness from a historical or contemporary perspective.

The course must cover all learning outcomes. The assessment assignment must address learning outcomes 1 and 2.

Complex Issues Facing Society: Revised Name and Learning Outcomes

LO 1: Student articulates a complex problem or issue facing society.

LO 2: Student describes multiple systemic contributors to the problem or issue.

LO 3: Student views the problem or issue from multiple, disparate disciplinary perspectives.

LO 4: Student evaluates the advantages and disadvantages of an approach or solution to problem or issue.

The course must cover all learning outcomes. The assessment assignment must address learning outcomes 1, 2, and 3.

Notes about the CI Learning Outcomes

- One of the central goals of this requirement is to shift students from a “single cause” mindset to an understanding that complex problems and issues exist within an interconnected environment of influences and causes.

- Systemic contributors (LO 2) are the broad, foundational systems that contribute to the problem or issue. These may include economic systems, government and
institutions, political systems, education, health care, cultural value systems, physical environment, ecosystems, and other systems.

- **Multiple, disparate disciplinary perspectives** (LO 3) are the various disciplinary lenses students use to examine the issue or problem. These may include perspectives such as economic, sociological, psychological, cultural, aesthetic, communicative, financial, technological, ethical, scientific, environmental, and others. The student should use perspectives from *different* disciplinary areas. For example, if the primary approach is geological and biological, students should engage a social science or cultural perspective rather than another natural science perspective.