

# General Education Committee

General Education Program Revisions  
Fall 2022

HOWARD  
FORWARD



# Topics

- **Why a General Education Program?**
- **Office of General Education**
- **General Education Committee (*History, Analysis, Recommendations*)**
- **Outstanding Issues to Consider**
- **Next Steps: Faculty Feedback, Revisions, and Adoption**



# Why a General Education Program?

# Guiding Principles from the Office of the Provost and the Office of General Education

- **Support Strategic Plan Pillars**
  - 1) **Enhance Academic Excellence**
  - 2) **Inspire New Knowledge**
  - 3) **Serve the Community**
  - 4) **Improve Efficiency and Effectiveness**
  - 5) **Achieve Financial Sustainability**
- **Develop a Common Howard University Experience**
- **Empower Faculty**



# **Guiding Principles from the Office of the Provost and the Office of General Education**

- **Ensure portability across Schools and Colleges**
- **Provide flexibility (allow students to double major across Schools and Colleges)**
- **Increase graduation rates/reduce time to degree**
- **Be Innovative (e.g. offer opportunities to earn experiential/service learning credits)**
- **Support Accreditation Needs (e.g. Middle States Commission on Higher Education)**
- **Promote continuous assessment/renewal of General Education**

# General Education and The Howard Forward Strategic Plan

- **Revising General Education is a critical component to achieving the goals outlined in the Howard Forward Strategic Plan.**
- **The proposed **General Education Program** ensures that students are provided unique experiences through unified learning outcomes that support their academic and social development.**

# Goals of the Strategic Plan

The proposed General Education Program will aid increasing our graduation rates by providing clear pathways to degree attainment and offering flexibility needed to accommodate larger enrollments.

Outcome	Fall 2019	Fall 2020	Fall 2021	Fall 2022	2024 Goal
3 - Year Graduation Rate	2%	3%	2%	~4%	10%
4 - Year Graduation Rate	52%	52%	60%	~57%	70%
6 - Year Graduation Rate	65%	64%	64%	~70%	80%
Enrollment	9,139	10,859	12,065	TBD	12,500

# What is the **Howard Experience?**

The "**Howard Experience**" is achieved through course offerings, experiential learning, lab experiences, co-curricular and non-credit requirements, and other engagements that satisfy essential learning outcomes, meet discipline-specific requirements, and promote overall development.



# Why a General Education Program?

The General Education Program shapes the unique **Howard Experience** among all undergraduates by:

- Providing innovative, 21st century educational experiences for Howard University students;
- Ensuring that students are well-equipped with intellectual and applied skills to succeed in upper division courses;
- Enriching the profile of the Howard graduate as one who is broadly trained and fully equipped to accept his or her role as a globally-minded servant leader;
- Ensuring adherence to the Middle States Commission on Higher Education

# The Office of General Education

# Office of General Education

**The Office of General Education (OGE)** is a newly created office under the Office of the Provost. OGE serves as the centralized convener of Howard University faculty and stakeholders to determine what it means to be a Howard University graduate.

OGE *maintains, assesses, and facilitates* the revision of the current Core Howard University Curriculum and general curriculum management.

OGE also supports compliance with curriculum standards and academic policies by maintaining academic systems and implementing checks and balances to ensure that students meet graduation requirements.



# Middle States Commission on Higher Education

# Why a General Education Program?

The proposed General Education Program ensures compliancy with Standard III: Design and Delivery of the Student Learning Experience (Middle States Commission on Higher Education): **Standards III and VI**

Key components of **Standard III** include:

- 3) Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;**
- 4) Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;**



## **Key Standard III Components (continued)**

**5) at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:**

- a) offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;**
- b) offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;**



# Why a General Education Program?

Key components of **Standard VI** include:

- 1) institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;**
- 2) clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results;**
- 3) a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;**



# Why a General Education Program?

Key components of **Standard VI** include:

- 4) fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;**
- 5) well-defined decision-making processes and clear assignment of responsibility and accountability;**
- 6) comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;**





# Why a General Education Program?

Key components of **Standard VI** include:

- 7) an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter;**
- 8) strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and**
- 9) periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.**



# **The General Education Committee**

## **History, Analysis, & Recommendations**

# What is the General Education Committee?

The **General Education Committee (GEC)** comprises Howard faculty, students, campus partners, and staff of the Office of General Education. Our primary purpose is to support the adoption, assessment, and continuous review of a Howard University **General Education Program** that:

- institutionalizes a unique and innovative Howard experience for all undergraduates;
- ensures that students are well equipped with basic intellectual and applied skills to succeed in upper division courses;
- enriches the profile of the Howard graduate as one who is broadly trained, rigorously prepared in the disciplines, and fully equipped to support the mission of the University; **and**
- allows optimal progress toward degree completion and support fluid transitions between Schools, Colleges, and majors.

## General Education (GE) Program Timeline

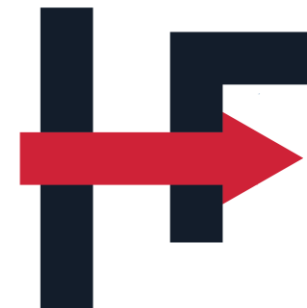
2000	2009	2011 - 13	2017-2020	2021	2022-Present
<p>Impetus of revisioning GE at Howard. The Board approves <a href="#">Core Curriculum</a> which is implemented in Fall 2001 through the Office of the Provost.</p>	<p>Middle States Self-Study conducted.</p> <p>Determined the necessity for a GE committee.</p>	<p>GE committee formed and issued report:</p> <p><i>The Howard University General Education Experience: <a href="#">Achieving 21 Learning Outcomes for the 21st Century Undergraduate</a> "HUGE 21 for 21".</i></p>	<p>The GE Committee reconvenes and revisits their findings.</p> <p>Fall 2020 (analysis of 2019-2020 program schemes.</p>	<p>The Office of Undergraduate Studies (OUS) forms a General Education Taskforce and moves the GE Program from Competencies to 4 main <a href="#">Essential Learning Outcomes</a> that allows flexibility. Committee agrees that an Office of General Education should be formed. Presented to the Deans in 2021. Chairs and AD meetings in 2021.</p>	<p>OUS forms the Office of General Education.</p> <p>The GE Committee reconvenes and is moving forward to Fall 2023 GE Program adoption and implementation.</p>



# Current General Education Core: Course Requirements

Competencies	Sample of Courses that fulfill the Requirement	Hours Required	Learning Outcomes & Assessments
Written Communication	First-Year Writing Composition (I & II) 3 <sup>rd</sup> Writing Course	6 Hours (3 <sup>rd</sup> Writing Course counts toward major requirements)	Not specified
Oral Communication	SLMC 101 (Principles of Speech)	3 Hours	Not specified
Scientific and Quantitative Reasoning	Math 005/006 and 110 or Math 005/006 and 007	6-8 Hours	Not specified
Critical Analysis and Reasoning	Afro-American Core Cluster; Selected Philosophy Courses	3 Hours	Not specified
Technological Competence	Not specified	0	Not specified
<b>TOTAL HOURS</b>		18-20 Hours	Not specified





# Current General Education Core: Credit Hour Requirements

	College of Arts & Sciences	School of Business	Cathy Hughes School of Communications	School of Education	College of Engineering and Architecture	College of Nursing and Allied Health Sciences
<b>General Education Core</b>	18-20	15-18	17	18-20	15-18	18-20
<b>School / College Requisites</b>	41-53	18-20	39	18	15-27	18-21
<b>TOTAL</b>	59-73	33-38	56	36-38	30-45	36-41

General Education Credit Hour Requirements by School/College

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# Summary of Findings

**The General Education Committee reviewed all undergraduate program schemes, surveyed faculty and students, discussed issues across the various Schools & Colleges and found that the current Core Curriculum:**

- **lacks a common first-year orientation experience**
- **is not a structured and identifiable program with specific learning outcomes**
- **is unevenly addressing core competencies across the university?**
- **is not clearly inclusive of experiential/service learning**
- **is rigid and may limit ability to innovate**
- **lacks flexibility to allow double majors across Schools or Colleges**



# Recommendations



# The GEC proposes a university-wide **General Education (GE) Program**.

## The GE Program:

- is inclusive of a university-wide GE credit hour distribution to be uniformly adopted across undergraduate schools and colleges.
- Provides a set of proposed **Essential Learning Outcomes (ELOs)** that would allow for a consistent “unique Howard Experience” across the university as well as the flexibility necessary for schools/colleges to meet accreditation mandates and major/minor requirements.
- enrich the profile of the Howard graduate as one who is broadly trained, rigorously prepared in the disciplines, and fully equipped to support the mission of the University; **and**
- allow optimal progress toward degree completion and support fluid transitions between Schools, Colleges, and majors.



# Clarification of Terms

## General Education Core

The current version of General Education at Howard University is often referred to as “The Core”. This version has a strong emphasis on courses.

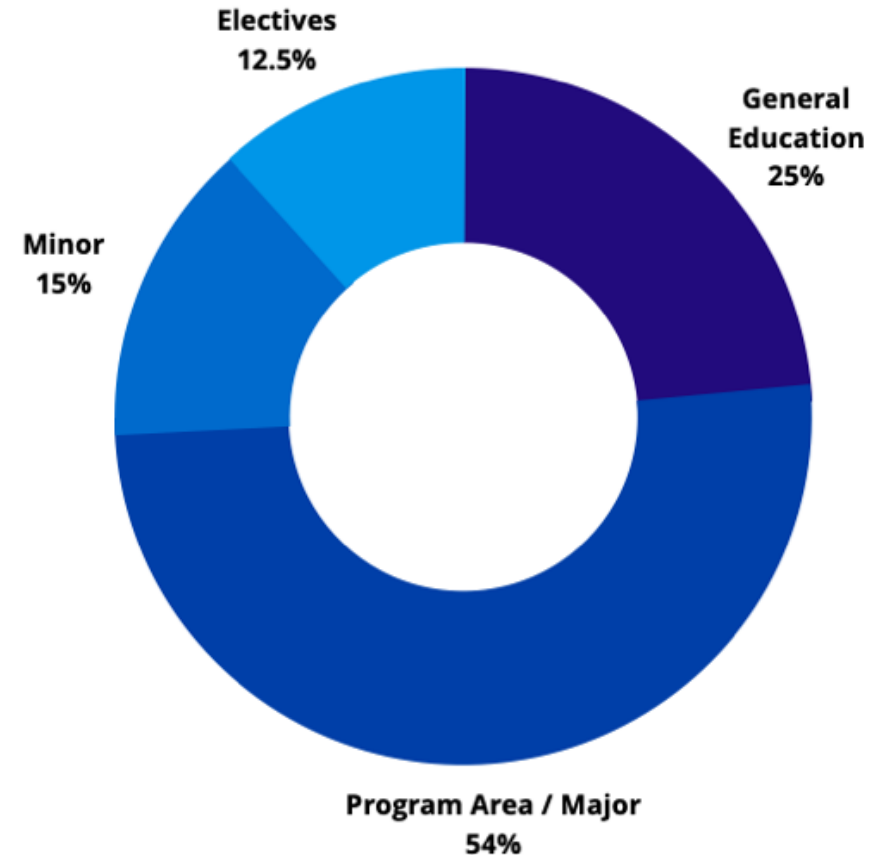
## General Education Program

The revised version of General Education at Howard University will be referred to as the General Education Program. The revised version emphasizes outcomes.

# Proposed Credit Hour Distribution Model

Howard University requires **120 credit** hours to complete an undergraduate degree. The proposed model establishes credit hour parameters within the required **120 credits**:

- General Education courses (**25%**);
- Program Area or Major requirements (**42-54%**);
- Minor requirements (**0-15%**); and
- Electives (**12.5%**)



(Maximum Percentages for the Various Categories)



# Current Credit-Hour Distribution compared to the Proposed Credit Hour Distribution

CURRENT MODEL General Education Core			PROPOSED MODEL General Education Program		
	Credit Hour Distribution	Percent of total credit hours required (120)	Credit Hour Distribution	Percent of total credit hours required (120)	
Credit Hours for Undergraduate Degree	120		120		
General Education Core	15-20	12.5% - 17%	30	25%	General Education Program
School/College Requirements (Divisionals, etc.)	18-53	15% - 44%	Included in Major requirements Category		
Major*(to include S/C requirements, accreditation mandates, etc.)	36-45*	30% -37.5%	50-65	42% - 54%	Major*(to include S/C requirements, accreditation mandates, etc.)
Minor (if required by the Department)	0-18	0% - 15%	0-18	0% - 15%	Minor (if required by the Department)
Electives	15	12.5%	15	12.5%	Electives

# Proposed Essential Learning Outcomes

<b>General Education Essential Learning Outcomes (ELOs)</b>	<b>General Education Student Learning Disciplines</b>	<b>General Education Recommended Courses &amp; Credits that Meet ELOs</b>
<b>Knowledge of Human Cultures and the Physical and Natural World</b>	<ul style="list-style-type: none"> <li>• Art and Humanities</li> <li>• Intercultural Knowledge and World Language Competency</li> <li>• African Diaspora Awareness</li> <li>• Science and Environmental Consciousness</li> </ul>	
<b>Intellectual and Practical Skills</b>	<ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving</li> <li>• Inquiry and Analysis</li> <li>• Written Communication</li> <li>• Oral Communication</li> <li>• Quantitative Literacy</li> <li>• Information Literacy</li> <li>• Technology</li> <li>• Entrepreneurship and Financial Literacy</li> </ul>	
<b>Personal and Social Responsibility</b>	<ul style="list-style-type: none"> <li>• Ethical Reasoning</li> <li>• Social Sciences and Historical Awareness</li> <li>• Physical and Mental Health</li> <li>• Civic Knowledge and Engagement</li> </ul>	
<b>Integrative and Applied Learning (Embedded in major/program requirements)</b>	<ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Teamwork</li> <li>• Foundation and Skills for Life-Long Learning</li> </ul>	
		Note: Column 3 should offer sufficient options that will allow students to earn 30 credits.

# Proposed Essential Learning Outcomes

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<p><b>Knowledge of Human Cultures and the Physical and Natural World</b></p>	<ul style="list-style-type: none"> <li>• Art and Humanities</li> <li>• Intercultural Knowledge and World Language Competency</li> <li>• African Diaspora Awareness</li> <li>• Science and Environmental Consciousness</li> </ul>	<ul style="list-style-type: none"> <li>• 6-8 credit hours of natural science (sample)</li> </ul>
<p><b>Intellectual and Practical Skills</b></p>	<ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving</li> <li>• Inquiry and Analysis</li> <li>• Written Communication</li> <li>• Oral Communication</li> <li>• Quantitative Literacy</li> <li>• Information Literacy</li> <li>• Technology</li> <li>• Entrepreneurship and Financial Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• 1-credit Freshman Seminar (sample)</li> <li>• 6 credit hours of Freshmen writing courses (sample)</li> <li>• 6-8 hours of mathematics (sample)</li> <li>• 3 Credits (Principles of Speech/Technical Writing) (sample)</li> </ul>
<p><b>Personal and Social Responsibility</b></p>	<ul style="list-style-type: none"> <li>• Ethical Reasoning</li> <li>• Social Sciences and Historical Awareness</li> <li>• Physical and Mental Health</li> <li>• Civic Knowledge and Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• 3 credits of ethics (sample)</li> </ul>
<p><b>Integrative and Applied Learning (Embedded in major/program requirements)</b></p>	<ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Teamwork</li> <li>• Foundation and Skills for Life-Long Learning</li> </ul>	<ul style="list-style-type: none"> <li>• 3-credit Capstone course (sample)</li> </ul>
<p><b>Additional ELOs? (African American/Black Diaspora Foundations, Research, Leadership, etc.)</b></p>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul> <p>Note: Column 3 should offer sufficient options that will allow students to earn 30 credits.</p>

# Outstanding Issues

# Outstanding Issues:

The General Education Committee is seeking general feedback as well as specific feedback on the following items. Be sure to incorporate your feedback into the provided templates. See slides 34-36 for additional details.

- 1) Do we include specific African diaspora ELOs or embed African diaspora issues within the disciplines (i.e. Column 1 vs. Column 2 vs both – See slide 30)?
- 2) What does a Common Orientation Experience look like?
- 3) How do we account for innovation (e.g. 6 maximum credits for Service/Experiential Learning Credits)?
- 4) Should we move to encouraged minors vs. required minors (except in unique cases)?
- 5) How do we cultivate a wellness culture and revisit current fitness requirements?
- 6) How do we address financial literacy?





## **Next Steps**

# **Moving The General Education Program Forward**

# Next Steps for Department, School and College Curriculum Committees

## 1) REVIEW

- Recommended Credit-Hour Distribution (Slide 28)
- Proposed Essential Learning Outcomes (Slide 30)
- Outstanding issues (Slide 32)

## 2) CONVENE

- Department/School/College Curriculum Committees to discuss areas of agreement and areas for improvements

## 3) SUBMIT

- Revised Credit-Hour Distribution recommendation if necessary
- Revised Essentials Learning Outcomes that includes outcomes that are unique to Howard University



# Next Steps for Department, School and College Curriculum Committees (continued)

## Additional Process Details

The Chair of each School/College Curriculum Committee should send:

- 1) a revised credit-hour distribution model if changes are recommended; and
- 2) the Essential Learning Outcomes table

Revisions should represent the collective feedback of Departmental Curriculum Committees or other committees within the Schools or Colleges no later than, Friday, October 14<sup>th</sup> to [generaleducation@howard.edu](mailto:generaleducation@howard.edu).

Visit the General Education Program website to download editable templates:

<https://ous.howard.edu/about/general-education/revisioning-general-education-howard-university>



# Next Steps for Department, School and College Curriculum Committees (continued)

## Additional Process Details

Course recommendations for the Essential Learning Outcomes ARE NOT due by Friday, October 14<sup>th</sup>.

The goal is to finalize the General Education framework first. Sample course recommendations and a degree map are provided to inform the discussions.

Courses and program schemes that map to the Essential Learning Outcomes will be due by February 1, 2023.



# Sample Degree Map



## DEGREEE MAP

Name: \_\_\_\_\_

Student ID Number: @\_\_\_\_\_

Knowledge of Human Cultures and  
the Physical and Natural

Personal and Social Responsibility

Major

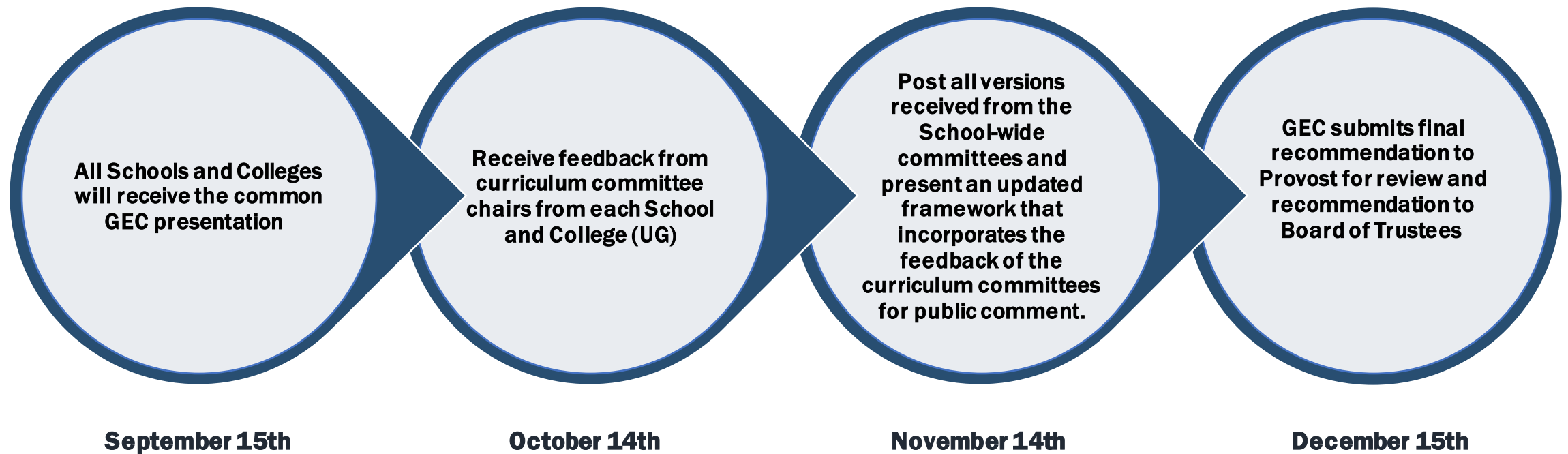
Other ELO's

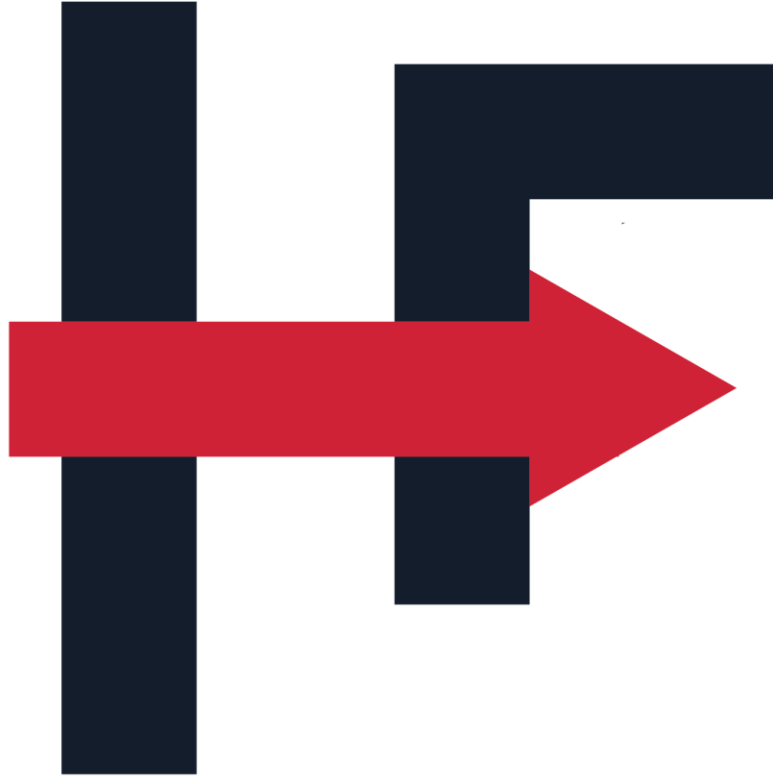
Intellectual and Practical Skills

Integrative and Applied Learning  
Embedded in Major / Program Requirements.

Electives and Optional Minor

# Timeline for Submission to Provost





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