

# NISTS 2021

## NOT-SO-SECRET TRANSFER AGENTS FEBRUARY 23-25, 2021 | VIRTUAL CONFERENCE

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*Educational Session*

### **With Change Comes Opportunity: How Ohio's Proposed GE Revisions Are Incorporating Diversity, Equity, & Inclusion**

Diversity and Inclusion, Partnerships and Collaboration

Discover how Ohio's statewide discussions on General Education (GE) revisions have led to a deep exploration of the need for diversity, equity, and inclusion learning outcomes. We will provide an overview of the work that's being done to reconceptualize the transfer of GE coursework. Session participants will have the opportunity to reflect on creating a transfer-receptive culture that strives to eliminate marginalization and to reimagine strategies for educating students on diversity, equity, and inclusion topics.

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Ohio Department of Higher Education/ Ohio Articulation and Transfer Network



## **With Change Comes Opportunity: How Ohio's Proposed GE Revisions Are Incorporating Diversity, Equity, & Inclusion**

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**NISTS 2021 Annual Conference  
Virtual Conference Experience  
February 23-25, 2021**



# What is the Ohio Transfer Module (OTM)/ General Education (GE)?



# OTM Background

- In 2005, Ohio Revised Code (ORC) 3333.16 was revised stating:
- *Public colleges and universities working together to develop a universal course equivalency classification system*
  - *Created the concept of a Transfer Module, a subset or the complete set of an institution's general education requirements guaranteed to transfer as a whole.*
  - *OTM includes a transfer and applicability guarantee toward the receiving institution's OTM/general education requirements based on OTM courses that students completed successfully.*
  - *Assured transfer students the same consideration and treatment as native students.*





# OTM Current Structure

English/Oral Communication	Art & Humanities	Social Science	Natural Science	Math/Stats/Logic
3	6	6	6	3
<b>Total Credit Hour: 24</b>				

+

Any OTM Approved Course
<b>Total Credit Hour: 12</b>

= **Total Credit Hours: 36 (minimum)**



## Six Principles of Good Practice

1. Attentive to relevant HLC standards, each Ohio college and university will publish a straightforward, easily understood statement of institutional intent regarding the purposes, emphases, and structure of its general education program.
2. Committed to providing their students with knowledge and abilities that may transcend the content of general education and of traditional disciplines, Ohio colleges and universities will (a) confirm which knowledge areas their curriculum already addresses, (b) identify any gaps that may be significant in terms of the institution's mission and objectives, and (c) commit to addressing them.
3. Aware of documented expectations regarding proficiencies beyond content knowledge consistent with student success over the long term, Ohio colleges and universities will (a) confirm which capacities and characteristics their curriculum already addresses, (b) identify any significant gaps, and (c) commit to addressing them.
4. Focused on what students should learn rather than what should be taught, Ohio colleges and universities should consider pedagogical approaches not currently in use that might lead to significant gains in learning. They should implement those most consistent with their curricular objectives.
5. Acknowledging that effective advising is critical to student success, Ohio colleges and universities should enable and charge advisors (a) to undertake "intentional conversations" with all students concerning the ends and means of general education, (b) to guide students in "navigating" a curriculum that links general education and the major, and (c) to enable students to understand both the value and the usefulness of the general education learning they are pursuing.
6. Continuity between general education and the major should be made explicit through clear links between specific priorities of general education and specific expectations of major programs. Effective general education programs, offered in collaboration with majors, should prepare students for further study. Effective majors should affirm and build on the preparation general education provides.



## What are the Ohio Transfer Module (OTM)/ General Education (GE) Revisions?



# OTM Revisions

## What is not changing

- Number of hours
- General structure and discipline groupings

## What is changing

- Learning outcomes instead of guidelines
- Increased guidance for students through differentiation of pathway options
- Designation of DEI coursework within the OTM
- Name
- Updates to the OTM Grids



## 2. Formula (36 OTM-GE Semester Hours)

- 24- Core OTM-GE Foundation Courses- OTM minimums\*
- 12- Exploration OTM-GE Foundation Courses
  - Undecided
    - AS
    - AA
  - Decided
    - OGTP (AS/AA)

Core OTM-GE  
Foundation Courses  
(at least 24 Hours)  
*aka: OTM minimums\**

+

Exploration OTM-GE  
Foundation Courses  
(up to 12 Hours)

=

Transfer  
Guaranteed  
(a minimum  
of 36  
Hours)

Undecided:  
General AS  
(up to 12 hours  
emphasis on OTM  
math & science)

Undecided:  
General AA  
(up to 12 OTM  
hours selected  
from listing)

Decided  
OGTP (AS/AA)



## Exploration OTM-GE Foundation Courses

Decided  
OGTP (AS/AA)

Undecided AS/BS  
GOAL: 12 exploration OTM-GE hours to help students lead to an area of interest

1. OTM-GE Mathematics and Natural Science (recommend relevant courses for areas of interest)
2. OTM-GE Second Writing (highly recommended)

\*(some type of diversity course if not already complete)

Undecided AA/BA  
GOAL: 12 exploration OTM-GE hours to help students lead to an area of interest

Select from List Below:

1. OTM-GE Arts & Humanities and Social & Behavioral Sciences (recommend relevant courses for areas of interest)
2. OTM-GE Second Writing (highly recommended)

\*(some type of diversity course if not already completed)

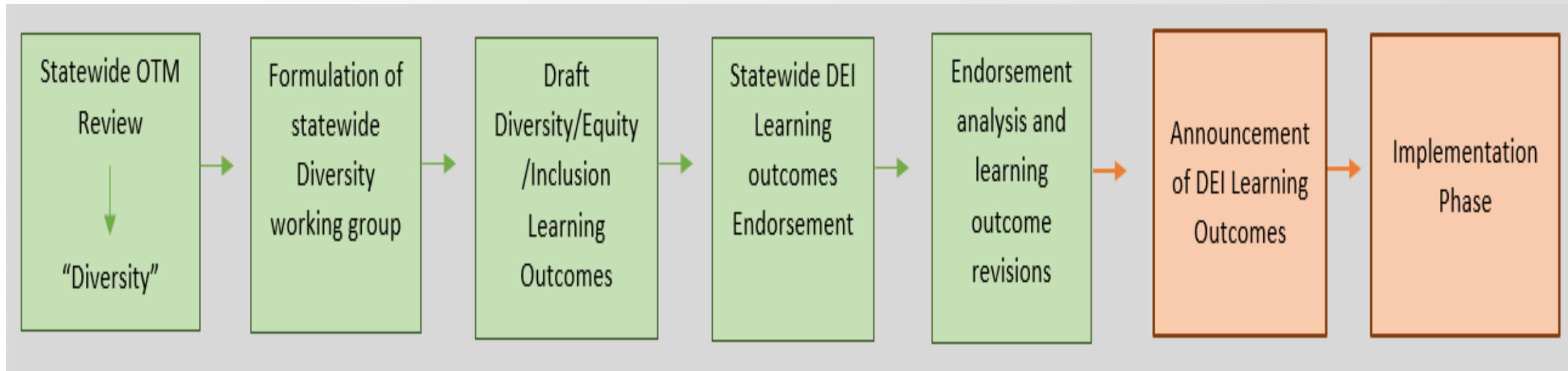
\*Recommend to explore communication beyond oral communication to meet the needs of students in the 21st century

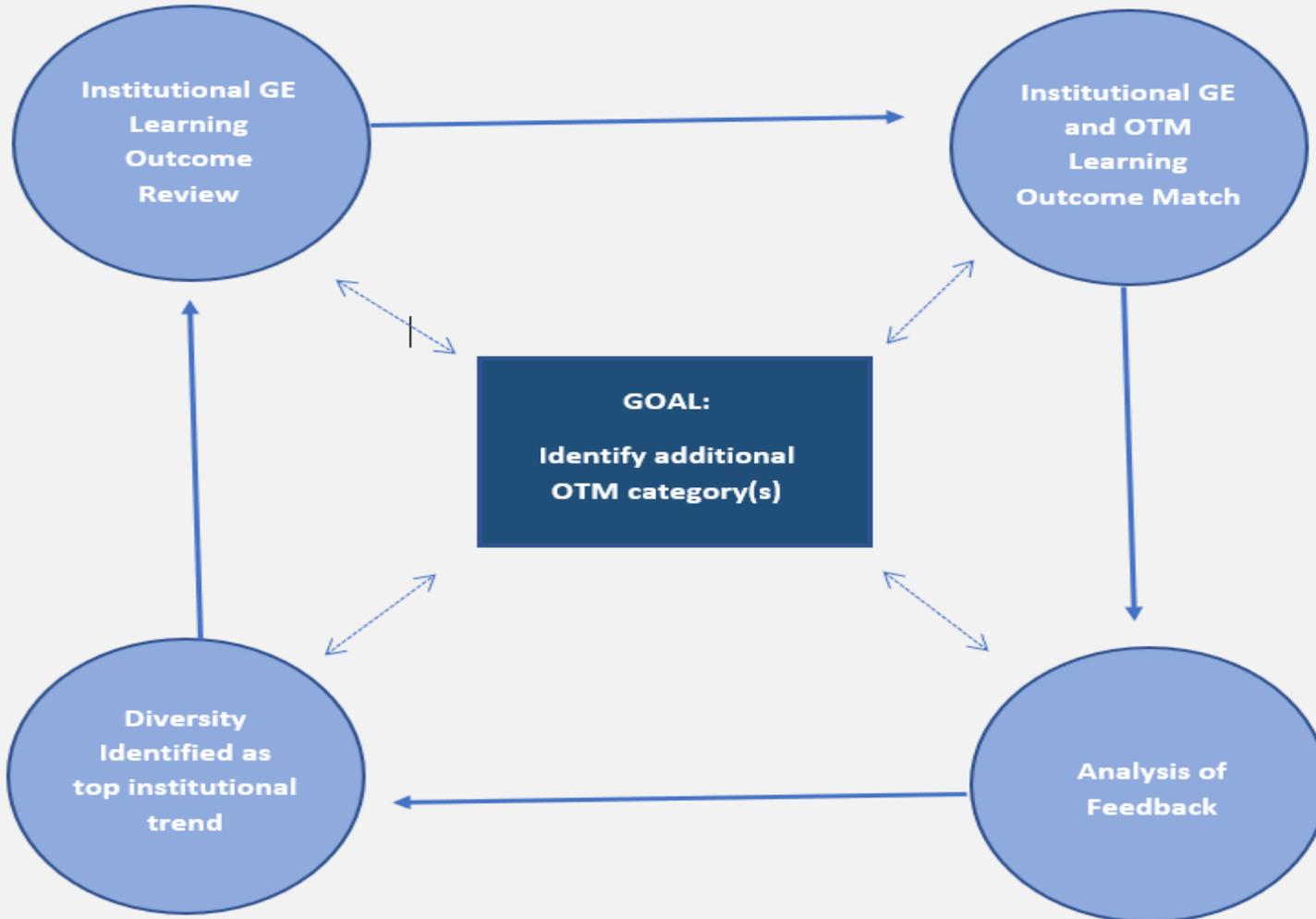


## How Does Diversity/Equity/Inclusion Fit Into the OTM?



## DEI Formulation Process

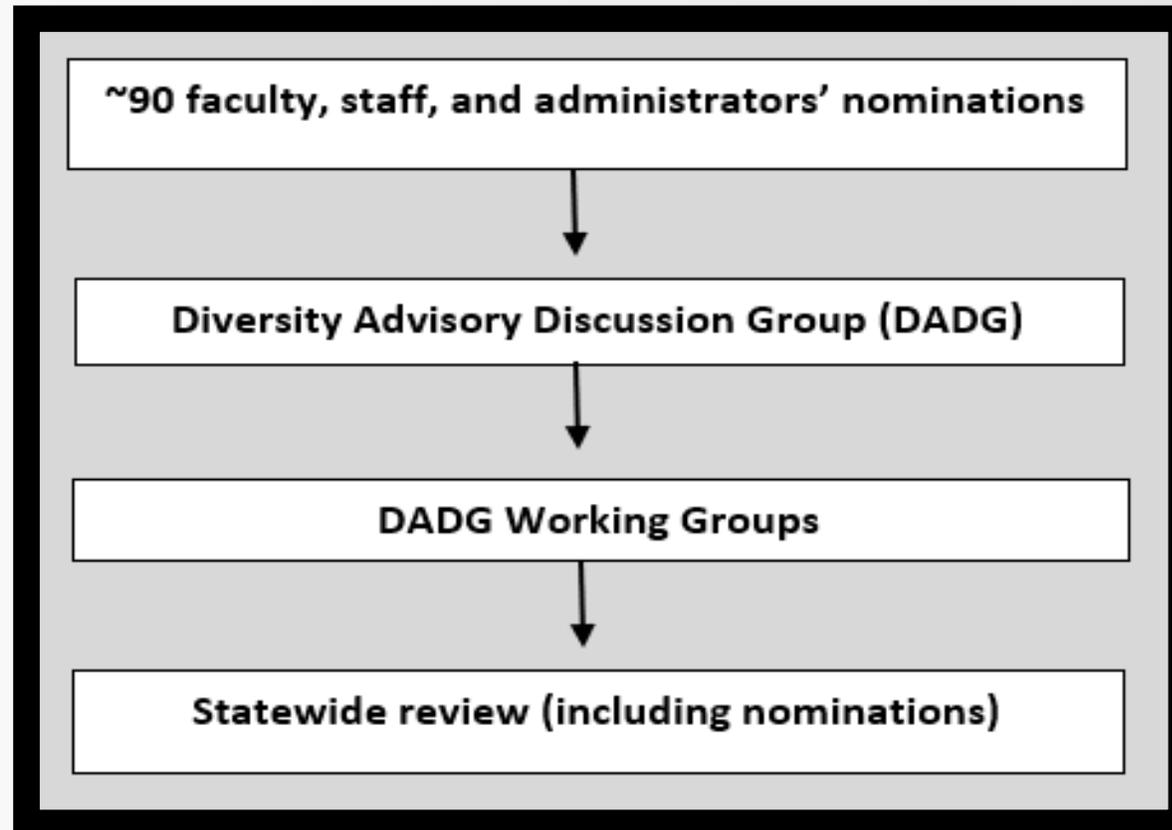




## Statewide OTM/GE Review



## Formulation of statewide Diversity working group





## Draft Diversity/Equity/Inclusion Learning Outcomes



1) Diversity Advisory Discussion Group completes pre-survey based on AAC&U Rubric

2) Pre-survey results identify 3 topics for ELO development

3) DADG working groups develop draft ELO(s) for each topic

4) Draft ELOs reviewed/revised/endorsed by full DADG

5) Draft ELOs distributed to full set of institutional nominees (~90) for comment

6) Finalized ELOs proposed for incorporation into OTM and institutional endorsement



# Statewide DEI Learning Outcomes Endorsement

## CULTURAL SELF-AWARENESS

- **Definition: CULTURE:** All knowledge and values shared by a group.
- **Definition: CULTURAL RULES and BIASES:** Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.

\* 1. Do you agree with Learning Outcome #1?

Yes- should be essential

Yes- should be non-essential

No

Students will be able to describe identity as multifaceted and constituting multiple categories of difference such as race, color, language, religion, national origin, gender, sexual orientation, age, socio-economic status, and intersectionality as operating by individual and group.

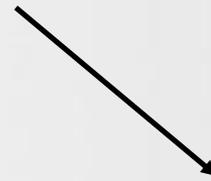
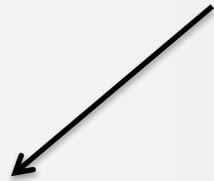


## Endorsement analysis and learning outcome revisions

1. Describe identity as multifaceted and constituting multiple categories of difference such as race, color, language, religion, national origin, gender, sexual orientation, age, socio-economic status, and intersectionality as operating by individual and group
2. Describe how cultures (including their own) are shaped by the intersections of a variety of factors such as race, gender, sexuality, class, disability, ethnicity, nationality, and/or other socially constructed categories of difference
3. Recognize the complex elements of cultural biases on a global scale by identifying historic, economic, political, and/or social factors, such as ethnocentrism, colonialism, slavery, democracy, and imperialism
4. Recognize how sociocultural status and access to (or distribution of) resources are informed by cultural practices within historical, social, cultural and economic systems.
5. Articulate the meaning of empathy and its role in strengthening civic responsibilities and reducing the negative impact of societal stereotypes
6. Demonstrate empathy by successfully interpreting intercultural experiences from one's own and others' worldview



## Next Steps

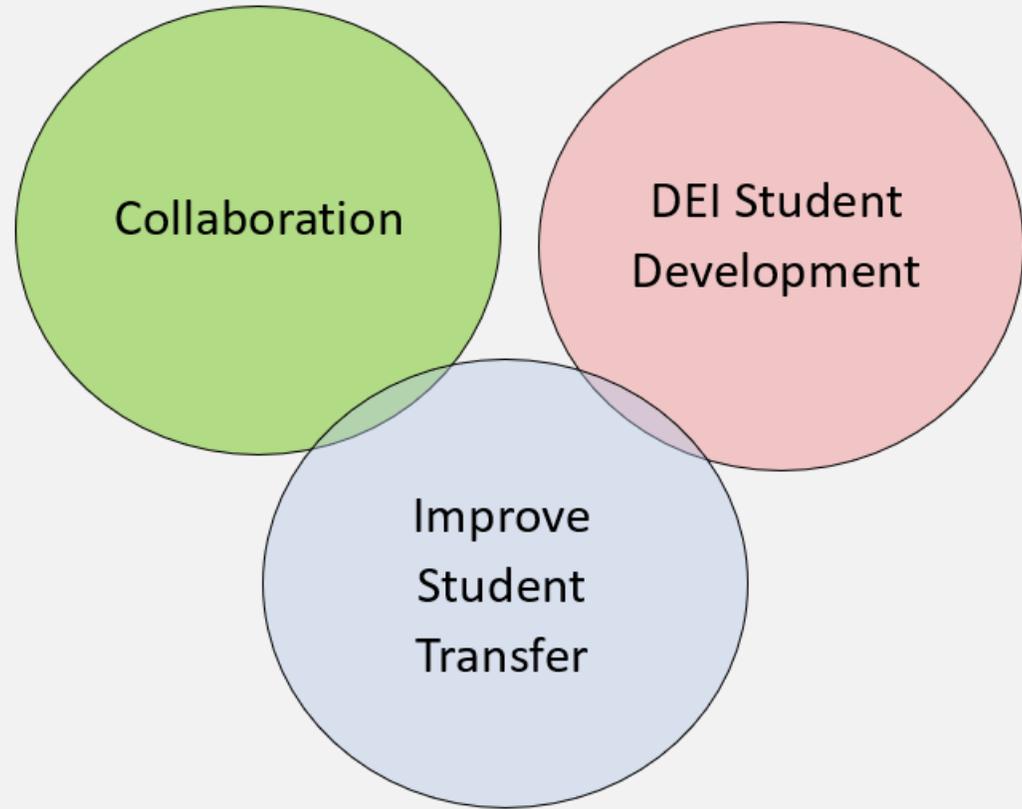


**Announcement of DEI  
Learning Outcomes**

**Implementation Phase**



# Future Impact





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